

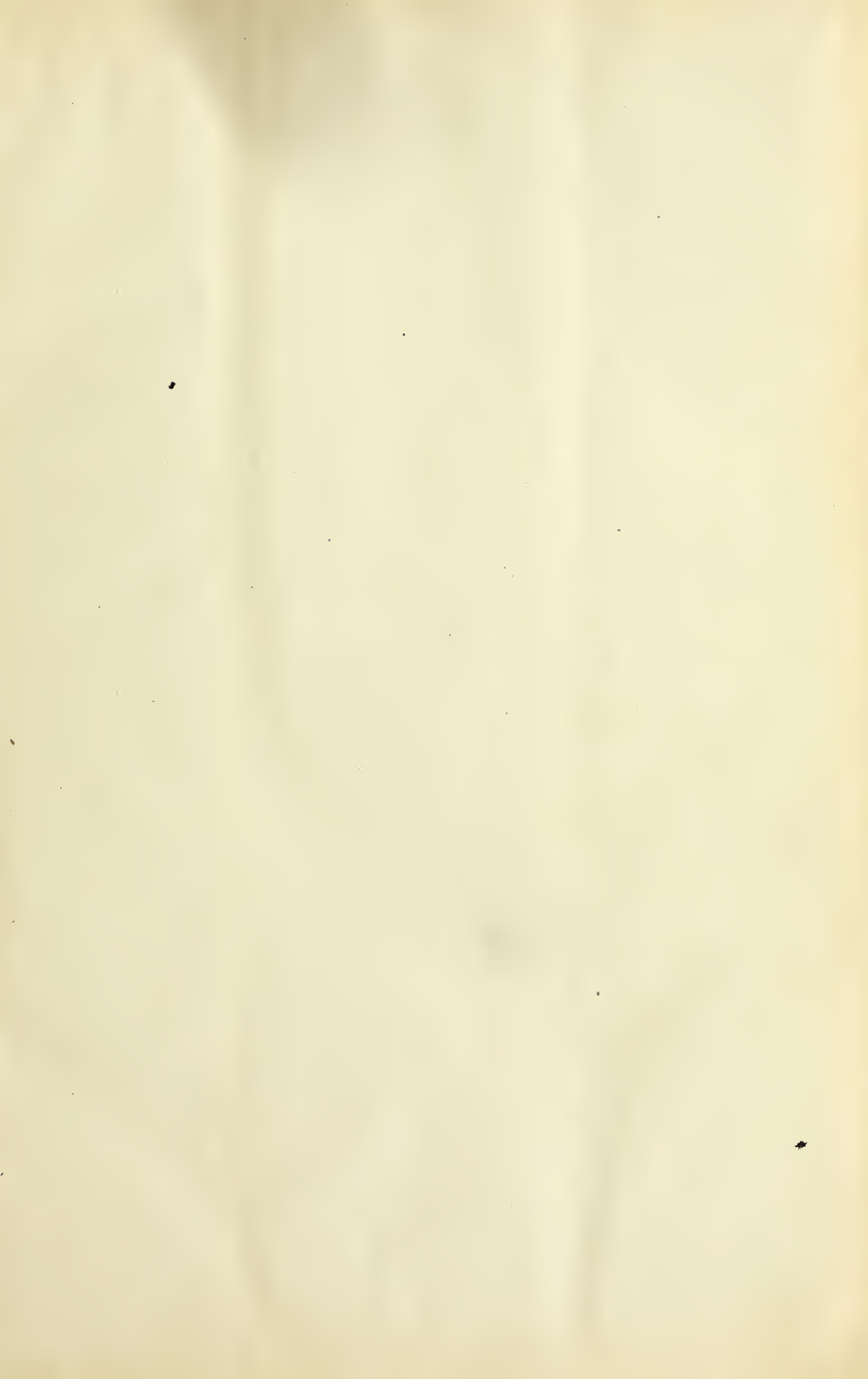




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A. E. WINSHIP, EDITOR.

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Won Elephant's Friendship.

The elephant's manner of showing its appreciation of kindness is a most affecting sight if we may judge from several instances which are on record. That these huge beings possess excellent memories and become fondly attached to kind attendants has been often shown. To win the good will and lasting gratitude of one of these mighty giants whose disposition towards his keepers had been anything but friendly, is the claim of a Japanese veterinary surgeon whose story is told by a missionary in the Indianapolis News:—

"I was called upon to treat the elephant, and although I felt much afraid of the big beast, as I had heard how wild he was, I determined to attempt it. First of all, I took ropes and endeavored to fasten his trunk to an iron bar, but my efforts were unsuccessful, for as he moved about the ropes were cut at once.

"As this plan failed, I knew it would be impossible to treat him by force, but a happy thought came to me. I called in the elephant's keeper, stood him in front of the elephant, and told him to pretend his eyes were sore by some gestures. I then treated his eyes and bandaged them, and he went away. This I repeated three times while the elephant stood quietly watching.

"After the third treatment I took off the bandage, washed the keeper's eyes, and told him to pretend he was quite well of his sore eyes. He pretended to be very grateful, thanked me many times, and went away.

"Then, with a strong determination I went up to the elephant, and, putting a ladder against his big body, I climbed to his back. With a pair of sharp scissors I tried to cut off the piece of torn eyelid, but as I began cutting the elephant screamed very loudly. I had never heard such a noise, and I was filled with fear. I sprang to the floor and backed away, trembling in every nerve.

"On looking up, I saw the scissors still dangling from the elephant's eyelid. I then climbed up again very carefully, and, summoning all my strength, I cut off the piece of eyelid, this time succeeding also to treat him as I desired. Then I washed his eyes.

"I went every day for some time to treat and wash his eyes, and he soon became so grateful and so fond of me that he would kneel down for me to treat him. Thus I succeeded by strategy where force had failed.

"I visit this elephant once in two weeks, and he is always delighted to see me, and looks upon me as his friend."

The Machine Without Thread.

"I like to sew when there is no thread in the machine, it runs so easily," said a little girl one day.

A good many people, I think, are pretty fond of running their machines without thread.

When I hear a boy talking very largely of the grand things he would do, if he only could, and if things and circumstances were only different, and then neglecting every daily

duty, and avoiding work and lessons, I think he is running his machine without any thread.

When I see a girl very sweet and pleasant abroad, ready to do any thing for a stranger, and cross and disagreeable in her home, she, too, is running her machine without any thread.

Ah! This sewing without a thread is very easy, indeed, and the life machine will make a great buzzing, but labor, time, and force will in the end be far worse than lost.—"Friend for Boys and Girls."

Defective School Children.

The enormous number of defective school children should not alarm us too greatly. Bad as it all is, there is plenty of evidence that it is an old, old phenomenon—as old, indeed, as man himself—but now more evident because there are more people. It is less in rural districts, though still present, and as the population is now largely urban, it is quite natural that the proportion of defectives should increase, though as a matter of fact there is no evidence that it has. Big cities are modern affairs, and that is why their phenomena are being discovered, but the accounts of London some centuries ago showed a deplorable number of defectives, probably far greater in proportion than in New York now. Though it is appalling that there should be nearly a quarter million diseased school children, yet the defects are of minor things, while formerly they were severe. The seat of most of the trouble is said

to be malnutrition, but it is not nearly so bad as in European cities of the last century. That is, the new facts must not cause undue pessimism, but rather the reverse, for they show that though there is an immense preventive work ahead of us, the progress made in a century or even a half century has been enormous. Optimism is in place, even if we are sure that perfection is unattainable. Moreover, our preventive work is rapidly becoming more and more efficient now that we are learning the exact conditions and their causes.—From American Medicine.

Get a Transfer.

If you are on the Gloomy Line,
Get a transfer.
If you're inclined to fret and pine,
Get a transfer.
Get off the track of Doubt and Gloom,
Get on the Sunshine Train, there's room,
Get a transfer.
If you are on the Worry Train,
Get a transfer.
You must not stay there and complain,
Get a transfer.
The Cheerful Cars are passing through,
And there is lots of room for you,
Get a transfer.
If you are on the Grouchy Track,
Just take a Special back,
Get a transfer.
Jump on the train and pull the rope
That lands you at the station, Hope,
Get a transfer.
—Ladies' Home Journal.

Robert Fulton as a Lad.

There are several anecdotes which relate to Robert Fulton's early interest in mechanics—the first step of progress toward his later skill. In 1773, when he was eight years old, his mother, having previously taught him to read and write, sent him to a school kept by Mr. Caleb Johnson, a Quaker gentleman of pronounced Tory principles—so pronounced, in fact, that he narrowly escaped with his life during the revolution. But Robert Fulton did not care for books, and he began at a very early age to search for problems never mastered and bound in print. This greatly distressed the Quaker teacher, who spared not the rod; and it is said that in administering such discipline on the head of Robert Fulton, he one day testily exclaimed, "There, that will make you do something!" To which Robert, with folded arms, replied: "Sir, I came to have something beaten into my brains, and not into my knuckles." Without doubt he was a trial to his teacher.

He entered school one day very late, and when the master inquired the reason, Robert, with frank interest, replied that he had been at Nicholas Miller's shop pounding out lead for a pencil. "It is the very best I ever had, sir," he affirmed, as he displayed his product. The master, after an examination of the pencil, pronounced it excellent. When Robert's mother, who had been distressed by his lack of application to his studies, expressed to his teacher her pleasure at signs of improvement,

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the latter confided to her that Robert had said to him: "My head is so full of original notices that there is no vacant chamber to stow away the contents of dusty books."

These incidents to the contrary, it is nevertheless true that Robert Fulton did absorb a good knowledge of the rudiments of education.—The Century.

Advises Boys and Girls to Paint.

In a practical talk on landscape painting for boys and girls, in the Woman's Home Companion, the author says:—

If you wish to discover the real beauty of the out of doors, learn to paint. Even though you do not yet draw very well, you may still attempt to work in color, and may learn drawing and painting in the same picture. If you can get the shapes of objects fairly well, and can set them down in their relative proportions, that will do for a beginning.

"You may use water-colors, pastels or oils. Oils are by far the best. The great pictures of the world have been done in oils. It is the best medium for students to use, because it requires large and direct handling; faults are more readily seen, and if you can use oils well, you can paint in other mediums without much trouble.

"If you can study with a good landscape teacher, by all means do so. If that is not possible, there is still much that you can do by yourself, for nature is the great teacher, and everyone who wants to paint well goes constantly to nature. Go out into the fields, and look and look, and then, with the best skill you have, put down what you see. Every time you look and study, you will paint better for it, and every time you paint, trying carefully to reproduce on your canvas the shapes and colors of nature, you will see more and better."

Read Irving.

You will do well to allow yourselves to become really familiar with Irving's warm, wise humor, his easy culture, and his delightful style, so flexible and full of color, flowing as freely and naturally as a noble stream.

The book I am thinking of in particular is his "Life of Mahomet," in which is related the history of that strange genius, founder of one of the great world religions; an Arab born in poverty, left an orphan at an early age, with not a friend but a faithful black woman, and who yet managed to become one of the forces that have made an immense portion of humanity what it is to-day, who created an empire, and whose book, the "Koran," is to-day read and believed as the living truth by millions.

Certainly there are exciting possibilities in a life like that, and Irving has made his story of this amazing man, and of the times and the conditions amid which he lived, as thrilling as you have a right to expect.

A LOVING CHILD.

Pupil (to schoolmaster)—"Sir, would you mind taking great care how you draw up my report? My parents suffer dreadfully from nerves."—Fliegende Blaetter.

Stranger—"Boy, will you direct me to the nearest bank?"

Street Gamín—"I will for a quarter."

Stranger—"A quarter! Isn't that too much?"

Street Gamín—"Bank directors always get big pay, mister."

"Eddie, I want the lawn thoroughly watered this evening. Exceptionally well, understand."

"Yes, dad."

"In fact, you might even try to get as much water on the grass as you do on yourself."

Some Choice Little Books for Primary Language Work

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Michaux—Graham—Matheson

A useful little book in the teaching of phonics—to be used with any reader. Teaches the child effectually to master words, and enables the teacher to work with greater ease. Price, \$0.15.

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The kindergarten of language. Children delight in the book. Full from cover to cover with interesting material—nature work, art, prose, poetry. Highly suggestive, fine in results. Price, \$0.45.

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This text embodies not only the best of the old, but the best of the new material. It trains the eye to see, the ear to hear, the hand to write, and the mind to use the word. The best thing in word teaching. Teaches the child how to spell. Price, \$0.25.

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AMERICAN · PRIMARY · TEACHER

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SEPTEMBER, 1911.

A. E. WINSHIP, Editor.

BEST FRIENDS OF BOYS.

[Editorial.]

[The supplement is to accompany this article.]



F I read the signs of the times aright, the child is being enthroned, and is leading us into the light, and it does not seem too much to say that we can even now see the purpling of the dawn of that day of which the prophet spoke when he said with the glow of enthusiasm: "And a little child shall lead them."

For the first time, the soul of a child is placed above the greed of Mammon. It seems incredible that 1900 years of Christianity could have passed before any nation should have snatched the child from the jaws of destruction in field, mine, and factory.

It has always been good citizenship, good morals, and good Christianity for men to live like princes, provide wife and children with every luxury of home and college, and support churches and Christian missions out of the blood money earned by the children of widows and of unfortunate fathers.

But the change is coming. A child at labor no longer means eight, or ten, or even twelve years. We have almost universally raised the significance to fourteen, and in all highly enlightened states to sixteen.

The heights have not yet been reached, but that which has already come to be is as far above anything that was twenty years ago as a rainbow is above a thunder cloud for beauty.

It is not alone from the terrors of vicious phases of toil that we are saving the boys and the girls, but we are saving their health and their lives in a multitude of ways.

The little child is leading men and women of wealth in their benevolences. When the nineteenth century ended the churches were spending infinitely more on memorial windows for the dead than on the skilful teaching of the Bible to the children.

When this century dawned benevolence meant memorial buildings, monuments, and tablets, colleges and universities for young men and women, never anything for children but asylums. To-day

there are seven great Foundations, Funds, and Boards, each with millions at command, and all are focused for children. The little child is leading the multi-millionaire in his philanthropy.

All at once the world is protecting children from commercial greed, is helping women to be wise mothers, is guarding children from all sorts of physical enemies, and guiding them so that they may escape death in infancy and worse than death in youth, but we are going farther than that and are magnifying their best intellectual life.

Educational psychology has been written from the point of view of the logic of philosophy, and even much of child study has been written by men who were highly impatient if a real child interrupted their meditations on child study. They would have a panic if a child laughed at the wrong time or in the wrong place.

At last we are getting some real psychology of childhood from persons who love children who are not angels and enjoy them when they **are** not angelic.

Jacob Riis and William R. George, Ben Lindsey and John

Gunckel, Julian W. Mack and Jane Addams are teaching us more about flesh-and-blood children in city and country than all the educational psychology that has ever come out of university libraries or questionnaires about children, because these noble men and women know children and love them as children, and the more real they are the better they love them. Our supplement this month gives our readers the portraits of these noble leaders in work with children.

Children have led us to a children's room in libraries and to open shelves, so that they do not have to use a library card as a lottery ticket, without even a guess as to what will come to them.

For 1900 years education meant the suppression of play. Now we are expending millions to provide for it, inspire it, and direct it.

Nor has the world stopped with the industrial, physical, intellectual, and social uplift of children



Photo by Marceau.

JUDGE JULIAN W. MACK, CHICAGO
President National Conference of Charities
and Correction, 1911.

and youth, but it has entered the moral realm in a wholesome, efficient, and noble manner.

The hobo and hoodlum boy have disappeared from many cities. There are three notable examples: Denver, Toledo, and Los Angeles have eliminated the boy hobo and the boy hoodlum. Every one knows that Ben Lindsey and the juvenile court have accomplished it in Denver, that John E. Gunckel and the newsboy scheme have done it for Toledo, but no one can name a man or woman who has done it for Los Angeles, for the schools as a whole and the various school officers as leaders have reduced the number of troublesome boys to one-fourth the former number, and they are not one-fourth as troublesome. All this has come about by letting the children lead us in our provision for them and care of them.

But there are more specific evidences that the children are leading us. We have provided day nurseries because neglected children called for them. We have purified milk, keep it cool, and serve it fresh because children need it so. We are spending large sums on school physicians, school dentists, and school nurses because the children need them. We send the dependent and the neglected to private families instead of to institutions because the little ones need mothering rather than military superintending.

The farmer life is being entirely made over by the boys. The Grange, the Farmers' Institute, and kindred organizations are being transformed by the Boys and Girls' Agricultural Clubs. All superstition as to planting on certain phases of the moon, as to the hollow-horn disease, and kindred follies are being eliminated by the boys, and science is superseding superstition.

The boys are teaching the fathers the value of breeding in stock, fruit, and grains, and are bringing them to testing corn before planting, to knowing the soils, and the skilful treatment thereof. School boys are breaking records everywhere. The great awakening is in the South, where one hundred school boys averaged raising 133.7 bushels of corn to the acre. Several raised more than 200 bushels, and one raised 228.7 bushels. These are the mere suggestions of what is to be found in every state in the Union in some phase of industrial, educational, social, and moral progress.

Men of means and men of brains, men of culture and men of conscience are being led by the children, so that life means more and one's effort counts for more in the uplift of humanity.

It may be true, as President Benjamin Ide Wheeler says, that "Women do not understand boys, and to have them taught by women tends to weaken the future male generations of this great nation; the fibre of manhood is not strengthened as it should be. What boys want is men to teach them, and the practice of allowing women to do so, after the boy has passed the age of thirteen, should be eliminated"; but it always has a brassy ring when a man has to say it.

Laugh, Little Children.

Laugh, little children, laugh and sing,
And just be glad for everything;
Be glad for morning and for night,
For sun and stars that laugh with light,
For trees that chuckle in the breeze,
For singing birds and humming bees—
Be one with them and laugh along,
And weave your gladness in your song.

Let nothing but the twinkle-tears
Come to your eyes these happy years,
When you are free of task and toil
And all the frets that come to spoil
The hours of folks whose feet have paced
The road along which you must haste—
Laugh, little children, for it drives
The shadow out of other lives.

Go romping care free as you will
Across the meadow, up the hill,
And shout your message far away
For all the world to join your play.
This is the time for laughter; now,
When time has not set on your brow
The finger prints that come with care
And leave abiding wrinkles there.

Laugh, little children, laugh and sing
And coax the joy from everything;
Take gladness at its fullest worth
And make each hour an hour of mirth,
So that when on the downward slope
Of life the radiant sky of hope
Will blend above you all the way
And make you happy, as to-day.

—Chicago Evening Post.

A School Girl's Creed.

BY ELEANOR HATCH,

Arlington, Mass., High School, Class of 1912.

I believe in absolute truthfulness, the first essential characteristic in all truly great men and women.

I believe in obedience, not only to the commands of the teachers, but to the unwritten laws of what is right.

I believe in the fellowship of the student body, the perfect harmony and understanding between instructors and pupils which insure a lasting friendship.

I believe in true sportmanship, a fair deal, and a square deal in athletics as well as in the daily routine of school life.

I believe in laughter and light-heartedness in the schoolroom, so that it may not seem to be a place to be dreaded, but rather a place of happiness.

I believe in scholarship, that the boys and girls who are good scholars, whether they are born scholars, achieve scholarship, or have scholarship thrust upon them, are later the men and women who make names for themselves, and who successfully fight the battle of life.

Home Versus School.

The home has the child more than three times as much in the school day as the school, more than five times as much in a week, and eight times as much of the year. Unless the home influence is improved there is too great a burden placed on the home.

SAN FRANCISCO MEETING.

FORTY-NINTH ANNUAL CONVENTION.

Attendance was disappointing.

There was never such a slump in the attendance of the speakers announced for the departments.

From all New England there was not a state superintendent, a city superintendent, a normal school principal in attendance, and only one college president. This never happened before.

From New York, New Jersey, Pennsylvania, and Delaware there was no state superintendent and no college president. There was only one city superintendent and one normal school president.

That it was not distance alone that interfered with attendance is seen from the fact that the superintendents of Los Angeles, Portland, Tacoma, Seattle, and Spokane were conspicuous by their absence.

THE BANQUET.

On the evening before the opening of the meetings of the council there was an unusual banquet at which 500 were seated. It was largely a women's banquet, so far as the tables were concerned, but the speakers were mostly men, and their tributes were all that could be asked.

The great address was by Professor E. C. Moore of Yale University. It was an unusual study of the superintendent's problems. We hope to publish it later.

Dr. Benjamin Ide Wheeler, president of the University of California, was active in all the social, professional, and scholarly features of the week. At the banquet as well as at the Greek theatre, he made exceptionally attractive addresses. At the banquet his championship of women was most vital.

All in all, President David Starr Jordan was the feature of the week. At the banquet and on several other occasions he delivered one of his great messages on peace, and at the Greek theatre he delivered the ablest temperance address to which I have ever listened. It has the sanity of the scholar and the vision of a statesman.

THE GREEK THEATRE.

Never has the N. E. A. had such an audience in scenic effect as at the Greek theatre at the State University.

There were fully 7,000 in the seats, and possibly 8,000. The amphitheatre is literally perfect. The people are so massed that no one shuts out anyone, and, despite the big hats, almost every listener could see the speaker. This situation made

the audience look twice as large as it was, and yet enabled the speakers to be heard by twice as many as would be possible ordinarily. It was an unparalleled occasion.

THE RECEPTION.

The Monday evening reception was the most notable social function ever enjoyed by the N. E. A. The Pavillion was all that could be desired.

There were fully 7,000 present without in the least crowding the auditorium.

Punch and cake were served from twenty different centres, so that at any time when one needed light refreshments they were at hand.

The receiving line was of distinguished persons, local and educational.

Music and dancing added materially to the attractiveness of the occasion.

THE GENERAL PROGRAM.

Many circumstances conspired to rob the general program of the success to which it was entitled.

Dr. Margaret E. Schallenberger of San Jose was the most distinctly heard of any speaker of the week, her paper came within the prescribed limits. She had a distinctly new thought, which she worked out logically, and presented graphically and entertainingly.

Miss Adelaide Steele Baylor of the State Department of Indiana is one of the best poised women in the N. E. A., and always does things right as to time, place, and spirit.

Miss Kate Stevens of London gave the best resume of educational progress in England that has been presented to an American audience. Her delivery was attractive, and she was distinctly heard by a large audience which she held to the close. It was in every respect a noble success.

Katherine Devereux Blake of New York city, a great favorite with the association, had an especially attractive paper on "Peace in the School," and State Superintendent Francis G. Blair of Illinois was pre-eminently the orator of the week, as he always is.

CALIFORNIA WELCOME.

CALIFORNIA ENTERTAINMENT.

Because this meeting is the last it is natural to say that the entertainment was the best ever. Also, because it is the last, it could be the best, and, in my judgment, the San Francisco meeting has been favored with the best entertainment its members have ever received.



CARROLL G. PEARSE,
Superintendent of Milwaukee, President of
the N. E. A.

There were features of the Boston meetings, the Asbury Park and Washington meetings which cannot be offered by other cities, so California has phases of entertainment which can never be duplicated off the Pacific coast, and everything characteristic of the state was graciously and abundantly provided.

THE HOTELS.

Nowhere has the N. E. A. enjoyed such hotel luxuries as at San Francisco. The three great hotels—the St. Francis, the Palace, and the Fairmount—are the finest trio of hotels ever available for the N. E. A. The rooms were in every respect the best, and the prices the lowest.

The service, despite the crowd, was as prompt as anywhere in the country when there is no rush. The boys were alert, intelligent, and not waiting for tips.

FRUITS AND FLOWERS.

That California is pre-eminently the state of luxurious flowers and luscious fruits was never better demonstrated.

Every state headquarters was the daily recipient of flowers and fruits such as have never been thought of in any other state, and such as have never been given so lavishly before even in California.

At every department meeting there were always massive bouquets at every session.

At the vast pavillion, at which there was always an audience of 2,000 or more each evening, there was served, at the close of the meetings, free, cool drinks and cake and ice cream.

At every leading hotel every day from four to eleven o'clock there was served punch, cakes, and fruits, and usually flowers by the thousands were given to be taken away.

California headquarters were at the Palace hotel, where they had suites of large parlors.

Each of the five days some section of the state had charge, and it would take a column to give any adequate suggestion of any one of these days. When Santa Clara valley had its day—San Jose, Santa Cruz, Palo Alto, and Stanford University—there were literally wagon loads of marvelously beautiful flowers in great variety, to be taken away by the women, who did not hesitate to make the most of their opportunity. When Los Angeles county had its day there were wagon loads of beautiful, luscious oranges with accommodations for eating them, and a bag of choice samples was presented to each caller. So each day had its specialty.

These are but the faintest suggestions of what was done every day in many hotels, halls, and public buildings.

California literally covered herself with glory. She will be remembered by every visitor as long as life lasts, and the stories that will be told of the wonderful hospitality of California will thrill tens of thousands of people with admiration, and swell the number who will go to the Panama Exposition in 1915, when San Francisco will seek to demonstrate her full ability to play the part of host.

SUPERINTENDENT RONCOVIERI.

Never has a superintendent entered into the leadership in hospitality more ardently, intensely, or efficiently than did Superintendent Alfred Roncovieri.

JAMES A. BARR.

Superintendent James A. Barr of Stockton was, all in all, the great promoter of the whole affair. The attendance was secured by his efficiency.

MISS CARPENTER'S MUSIC.

Estelle Carpenter has many times, and in many ways, demonstrated rare genius and notable mastery, but never has she covered herself with glory quite so completely as at the California Composers' Festival, on which occasion every notable composer of California, with one exception, rendered his own music. In the charming Scottish Rites hall 2,000 visitors had a treat never before presented on the Pacific coast. San Franciscans would have been only too glad to have bought every ticket at a handsome price, but, despite their desire to enjoy this famous musical treat, graciously stepped aside that the visitors might know of the rare musical talent of the coast. In addition to this feature of the festival, there was vocal music by the leading singers of the coast.

MISS BALL'S EXHIBIT.

At the Art Institute there was an exhibition of remarkable drawings from the public schools. The most significant feature was the display of spontaneous drawings in the lower grades.

Miss Katherine Ball's skill in art leadership is known the country over, so that all art teachers, especially, studied and admired this exhibit with keen relish.

N. E. A. OLD AND NEW.

COMPLETE TRANSFER.

The world at large can never understand how complete has been the transfer of the management of the National Education Association.

At Boston a woman was elected president, a woman wholly out of sympathy with the management of the past, but the board of directors, the board of trustees, and the executive committee were in the hands of the old management.

Now the president is a man who has been in opposition to the management for the eight years of unrest, so that there is no possible question as to his stand on all questions involved in the issue of the old and new. He is the one man whom the management of the past would not have selected.

Thus, as by magic, the power has been transferred from those who have had charge of affairs for the past sixteen years, and, as a class, for the past fifty-four years, to an entirely new group of men and women.

NEW BOARD OF TRUSTEES.

Nowhere is the new order of things quite as significant as in the case of the board of trustees. For fifteen years Dr. Nicholas Murray Butler has been upon that board, and for several years chairman of the board.

The charter secured from Congress six years ago was focused to throw the greatest possible power into the hands of that board. The election of the secretary of the association is in its hands; the term of office is established by this board, as is the fixing of the salary, location of the offices, and the prescription of duties. It seemed to the management of the past as though here was a holy of holies, that could be entered only by the saints.

To-day only one of the old management is upon this board, Superintendent James M. Greenwood of Kansas City, Mo.

The new members are: J. Stanley Brown of Peoria, Ill., Robert J. Aley of the State University of Maine, and J. Y. Joyner, state superintendent of North Carolina. President Pearse is ex-officio on the board.

It is entirely safe to say that this board, while almost wholly new, is in no sense radical, and will do nothing revolutionary. A safer combination of men could not be selected.

Old things have passed away; all things have become new, but the newness is not factional.

NEW EXECUTIVE COMMITTEE.

The most significant change is in the executive committee of five. President Pearse, ex-President Young, and Treasurer Katherine D. Blake

make a most compact working force of the new order of things, and their associates are not likely to remonstrate at any time. This makes it possible to do everything that the new forces wish done.

N. E. A. SUSPENDED JUDGMENT.

The new management is to be judged by what it does while in power, and not by any mistakes that may be charged up to those through whose activity it may have come into power. It is always a temptation to criticize the ways and means of insurrectionists, but whenever a rebellion becomes successful, it goes into history as a revolution, and the insurgents' triumph is so complete that no criticisms of the way it was done are in good form. It is the Future, not the Past, that concerns the educators of the country.

ST. PAUL.

The vote for St. Paul in 1912 was decisive, more than three to one. If the railroads will make rates for St. Paul, the meeting will surely be held there. The hotels are adequate, and the auditorium every way satisfactory. The executive committee will listen to no proposition to thwart the will of the directors unless conditions make it wholly impracticable to go there.



PROFESSOR P. P. CLAXTON,
U. S. Commissioner of Education.

MOTHER PLAY IN PRIMARY WORK.—(V.)

BY BERTHA H. BURRIDGE.

"ALL GONE."

I have before me a picture of Millet's "Feeding Her Birds." Here are three little girls sitting in the doorway of their home in France. Their mother is feeding them their supper. It will soon be all gone, but the little girls will not mind, for they can have more to-morrow.

Once a little boy came to their house. He had no mother to give him food, so their mother gave him a bowl of milk and some of the bread that she had made for her own little girls. Then she told them where she got the bread and milk. She told them how much they should thank the cows for the nice milk, and how gladly they should drive them to and from the pasture each morning and evening, so that they might eat the grass. She told them, also, that the grain out of which the flour for the bread had been made was really food which the wise mother-plant had laid up for the seed-baby.

The hen has been eating corn, but now it is all gone and to-morrow she will lay an egg for one of the little girls to have for breakfast.

The cat has been eating her supper, too, but it is all gone, and now she must give the baby kittens their supper and let them go to sleep in their warm basket.

The sun is sinking behind the western hills, and soon it will be out of sight. Then the little girls will go to bed and rest sweetly through the long

night, that they may be fresh and bright to help mother in the morning.

"The birdie has gone to its nest,
And baby must go to her bed,
For the sun has sunk down in the west
In curtains of purple and red."

Tell the children that in order to make the nice sweet milk the cow must eat a great deal of grass. Explain the chewing of the cud. Talk of the cow's love for her young, speak of her patience, kindness, usefulness. Draw from the children their knowledge of the uses, appearance, and habits of cows. Distinguish between milk and cream, butter and cheese. Describe churning; illustrate with pictures; make butter with toy churn or egg beater.

"Thank you, pretty cow, that made
Pleasant milk to soak my bread,
Every morn and every night,
Fresh and warm, and sweet and white."

STORIES.

"Through the Barnyard Gate," Lindsay.
"The Cow Who Lost Her Tail," Child's World.
"Series of Stories on the Cow," Wiltse.

SONGS AND GAMES.

"The Children's Supper," Songs for Little Children, II., Smith.
"In the Barnyard," same source.
"Making Butter," Poulsson.
"Story of Butter," Hill.

POEM.

"The Cow," Stevenson.

STUDY OF PICTURES.—(I.)

BY MARY ELLASON COTTING.



NDoubtedly, the time is ripe for acknowledging the value of the use of pictures in child-training. If he is to profit in the broadest sense, there must be presented and kept before him, for a period long enough for him to become well acquainted with them, wisely-chosen pictures, which from time to time must be changed.

At first there will be hung a few pictures seemingly of a decorative nature, but, in reality, they are in time to become well known, and form a standard of art values for him.

To these pictures there should be added, one by one, others of varying nature. Every two weeks a new one may be hung and a well-considered one removed. By this arrangement, each picture will have been under observation and consideration for four weeks, and the child's attention—liable to be fickle during the beginnings of picture study—held interestedly.

To be effective, pictures should be large and clear; gray, or black and white; or, of quiet, dull coloring. Those of a religious and secular nature may be used in about the proportion of one-third of the former to two-thirds of the latter. Through those of a religious character the child is to be led to a conscious consciousness of the spiritual value of certain phases of life either independent of his own or in relation to it, and truths governing right conduct inculcated.

Pictures of a secular nature cover a great variety of subjects, and may be simply suggestive or detailedly elaborate of composition. Some which are valuable from an educational standpoint are of sketchy nature and present some phase or state of nature with or without the introduction of human or animal form. Others, like some of the interiors, landscapes, and marines of masters, tell a full story, and still others may be simply genre, and yet convey a beautiful suggestion of some rare thought or deed.

From all pictures there can be developed an understanding of country, races, and their requirements, mental and moral as well as physical; the conditions under which the picture was conceived and executed, and something of the artist's individuality.

If the desire is to produce moral fineness, it is well to present such pictures as will suggest the expenditure of moral forcefulness, and not pictures that represent any form of degradation which may have followed a lapse of the following of moral laws.

With all the development from the use of pictures there must, of course, be created an artistic taste and appreciation of art for art's sake.



MADONNA OF THE CHAIR.—Raphael.

In September, the children coming from a period of freedom at home, or abroad in street and field, will be most interested in that which is suggestive of the experiences of the past months, and three pictures which are particularly well adapted for use are the "Madonna of the Chair" (Raphael), "The Melon Eaters" (Murillo), and "Soap Bubbles" (Van Mieris).

Place the Madonna on a line with the eye, call attention to, and ask of what it is a picture; then tell its story much in this way:—

Long time ago there was a man named Raphael who loved to make pictures so very much he could paint upon anything. Oh, such beautiful pictures! One day he took up an old barrel head, which you must know was made of wood, and upon this he made a painting, from which was copied this picture of a mother singing to the baby, who was getting sleepy because night was coming on. The other child was tired after a day of play, and when he heard the mother's song he came and cuddled beside her. Very soon the children were all drowsy, happy, and ready for bed, just as any of you and your babies are every night. Some day we will perhaps find another of Raphael's wonderful pictures to look at, and very likely you will learn to love them just as grown up people do.

Note: Do not analyze the picture. Instead, create reverence for the spirit depicted. Impression making of family life, sanctity, and beauty of motherhood is to be desired. Surely the child trained to notice pictures of such nature is learning to desire the best for the time when he, too, shall be the one responsible for the well-being of a human family. That it is a mistake to show pictures of inharmonious or disrupted family life is now becoming a belief.

THE MELON EATERS.

At the end of the first week of school place "The Melon Eaters" upon the screen on the



MELON EATERS. — Murillo.

seated child's eye line. After a day or two, ask such questions as, What do you think about these children? Do they look like the children in Raphael's mother-picture? Do they look as if they had a mother to cuddle and sing them to sleep? Where should you think they were? What doing? Where could they have found that which they are eating? [Note: Bring out the idea that such boys do small jobs and earn food; they also have many things given to them. Do not suggest the idea that these boys may have "swiped" ("polite for steal") their lunch; but bring out ideas to show that even an adventure-some youth gets legitimately what he needs.] What season of the year must it be? Now, of course, you would like to hear all about these boys? Well, once in the long ago time there was a boy who had to work pretty hard to get along. He had to do many things just as these boys had to do. When he grew older he loved to paint, and, as he was very fond of boys and knew all about them, he made pictures of them. Remembering how he used to enjoy eating fruit, he thought he would paint a picture of these boys eating their melons. The picture surely tells us a story

of two pretty, brave, uncomplaining children, and I think we are going to enjoy this picture very much.

SOAP BUBBLES.

At the end of the third week of school present the new picture. This is so exactly the opposite of the one previously used, the child will himself discover the well-regulated condition of the child's life and difference of nationality, and be eager to tell how mother provided the things for the child's fun; also how she has taught the little girl to play without spilling, staining, or breaking. Contrast of personal appearance of boys and this child will accent the fact of different phases of life; and of the two, that of the adventurous lads is less to be desired than that of the gently cared-for child.

By using these pictures of marked contrast the critic instinct will be aroused, and the ability to analyze, compare, and get artistic values as well as the story from the picture will be cultivated.

In using pictures, present first those which appeal to the temperament of the child to be trained, and by degrees lead him to an appreciation and love of the best.

During the first month develop only oral expression of thought aroused by observation and analysis of pictures.

Note: The pictures which may be framed and kept permanently upon the wall are: "The Sistine Madonna" (Raphael), "Edge of the Forest of Fontainebleau" (Rousseau), "Children of the Shell" (Murillo), "Oxen Poughing" (Rosa Bonheur).



SOAP BUBBLES. — Van Mieris.

SENSE TRAINING.—(III.)

BY LUTHER L. WRIGHT,
State Superintendent of Michigan.

SECOND GRADE.



VISUALIZATION or Sight Training.—Place different solids of various sizes, such as cone, sphere, cube, pyramid, in a row behind screen. Remove screen and allow children to look at objects for a few seconds. Replace screen and have children name objects from right to left and vice versa.

Give each child a foot ruler. Show him an inch; then six inches; have him go to the blackboard and draw a line one inch long, six inches, and one foot. Afterward have him measure his lines with ruler to see if they are correct.

After scattering blocks on table, have children find two blocks of same shape that are equal. Then find blocks of different shapes that are equal.

Take a set of six blocks. Place them in the following order: 2-inch, 6-inch, 3-inch, 1-inch, 4-inch, 5-inch. Name the 6-inch block twelve. Have children name the others.

Take a set of six blocks. Compare 1-inch block with each of the others. Then compare each of the other blocks with all the remaining blocks.

Have row of children skip to table and find a block which has a relation or ratio of 1-2, 1-4, 2-3, 5-6, to some other block and vice versa.

Using the 1-inch cube as a unit of measure, have children take different blocks and find how many cubic inches they contain.

Teacher holds up quickly two blocks from same set as 2-inch and 4-inch, puts them down and calls on child to give the relation of blocks he saw.

Teacher writes two numbers on blackboard quickly, then erases. Teacher calls on child at seat to give sum.

Teacher makes a column of four figures in the air. Children reproduce on blackboard and write sum.

Have a row of children take any block from the table and compare one face with another.

Have six or eight children stand in a row in front of room. Children at seats close eyes while teacher or pupil changes order of children standing in front. Then call on child at seat to arrange pupils in row as they were at first.

Have children cut from paper a 2-inch square. Then cut one twice as large and compare them. Then one three times as large.

Place a number of solids on table. Have a child find largest solid, smallest solid. Find solids that are larger than other solids. Name pupils in class that are larger than other pupils. Objects in room that are larger than other objects.

Teacher writes four music notes on blackboard. Erases quickly. Child tells notes in order. Vary order.

Mount pictures of familiar objects on card-

board. Hold up cardboard. Child tells objects in order. (Be sure pictures are large.)

L

Draw a line equal to L——. Draw a line two times as long as L. Draw a line three times as long as L. Letter the lines differently and then add them in this way:—

L

M

N

The sum of L and M is equal to N.

Have children look around the room and close their eyes and tell what they saw.

Have children look for objects in the room that are round, oval, square, oblong.

Hold different colored cards before the class. Take one card away, and have children tell what color is gone.

Put a word on the board. Erase, then have a child skip to the board and write the word. After they are able to visualize words quickly and accurately, give them whole sentences.

Introduce games such as "Hide the Thimble."

Child looks at a block for an instant and gives dimensions of it. Tells how many times a small block is contained in a large block, both being shown for a few seconds.

Take six blocks calling them one, two, three, etc. Do not arrange them in their regular order. Have the child see them, cover quickly, and let him give the order in which you have arranged them.

Give a value to one of the blocks and have child tell values of all the others, e. g., the first block is two, what are the values of the other blocks, etc.?

Draw different forms of blocks on the board. Erase quickly. Let the child tell the form which was drawn.

Place numbers on the board, three or four places in each. Erase quickly and let child tell the number.

Put simple addition problem on the board. Erase and have child give the answer.

Place 2, 3, 5 on the board. Then write 2, 3, 6, etc. Let the child give answer in multiplication.

Write a phonogram on the board and three words containing phonogram. Erase all and have pupil tell what you wrote.

Write five or six letters on the board, erase, and have children tell what they were.

Have a number of phonograms or diphthongs on the board, erase one at a time quickly, and have pupil tell which one was erased.

Have one child touch an object, another child runs up and touches this object and another, a third child touches these two objects and a third object, and so on, until fifteen or more objects have been touched.

Have a number of different kinds of twigs in one hand. Let children study them a minute, then conceal them and have pupils name the kinds seen.

Repeat this same exercise, using early spring flowers.—State Bulletin.

MUSIC IN RURAL SCHOOLS.—(I.)

A Possible Outline for Rural Schools, Allowing Twenty Minutes a Day for a Period of Nine Months.

BY MYRA K. PETERS,
Lead, S. D.

"He who gives great service gets great returns."

[Mr. Winship heard Mrs. Peters give daily lessons on "Music in Rural Schools," and asked that she furnish for the American Primary Teacher the outline of those talks. She talks with teachers as to their work in music week by week in a most helpful way. Her achievement in music in the city schools of Lead is remarkable.]



OBSERVE general rules for ventilation, position of body and book.

Insist upon light, bright tones, good pronunciation, and artistic interpretation of all songs studied.

Always teach children to observe, and, whenever practical, to act, clap, picture, and dramatize songs studied.

Much scale drill, with rapid sight reading, using the different skips used from outline work for practice.

Insist upon thoroughness in work done, and let every lesson have a part of previous lesson in review.

If not equipped with books, have children copy words of rote songs.

Keep note values with corresponding rests, also pitch letters, and signatures always upon the board as matters of reference.

SEPTEMBER—FIRST WEEK.

Sing songs which children know in unison chorus for blending voices.

Teach scale songs and skips relative to home life.

"Dairy Maids," p. 21, by rote.

"Ring Around a Rosy Sweet," p. 43, by rote.

For older pupils introduce staff, bar, clef sign, scales in whole notes descending and ascending, with different positions for do; also introduce pitch letters in regular position upon the staff.

SECOND WEEK.

Introduce half notes and quarter notes.

Reverse position of scale, with different positions for do.

Discuss scale with numbers.

"Morning Prayer," p. 70, by rote.

"Farmer and Finch," p. 66, by rote.

"Raindrops," p. 10, for sight reading.

THIRD WEEK.

"The Windmill," p. 15, by rote.

"The Harvest Field," p. 41 (forming a basis for future work).

Continue discussions of scales, skips, and note values already studied, and apply questions applicable to work previously studied.

Questions found on pp. 6, 7.

FOURTH WEEK.

"Flow Gently, Sweet Afton," p. 108, by rote.

"Teach Bunny and Polly," p. 10; also songs on

p. 11, by rote; then study as a whole, applying list of questions from pp. 6, 7.

Introduce each new skip as found in outline from blackboard first.

IN EXPLANATION.

I know that in rural schools where music has never been taught as a part of a regular course of study, the teacher has a problem on her hands. It is for schools so handicapped that I have prepared this possible outline.

I advise giving music a distinctive dignity of its own in your preparation for the lesson.

Let all other work be put away, having the desk clear, with nothing to divert the child's attention from the music period.

Then plenty of fresh air, with a temperature not to exceed 70.

Good position insisted upon for body and book; I prefer the child to hold the book with each hand supporting the sides, wrists resting upon the edge of the desk lightly, and the book at a slight angle from the child. This position leaves the hand free to use the index finger for tapping time.

Choose songs for some distinctive quality for your rote work, either beautiful melody, decided rhythmic qualities, artistic expression, or opportunities afforded for dramatization.

Choose songs in season for each season of the year, and in correlation to other subjects taught.

Here are three distinct reasons for rote work given by Mrs. Francis Clark of Milwaukee:—

Object I.—To develop the child's perceptive sense of melody and rhythm.

Object II.—To furnish a melodic and poetic vocabulary.

Object III.—Original melodies and poetic work by the children.

Learn your songs thoroughly before attempting to give them to the children, for children are perfect imitators, and will follow every tone and expression so closely, and reproduce so well what you have given them, that you will find yourself in miniature; hence the vital necessity of complete preparation.

Most important is the atmosphere with which you surround your children for this period:—

First—An abundant love for all child life.

Second—An earnest, sincere desire to put the best there is in you in every scale, study, and song that you teach.

Third—A resolution to work out of everything you do in this twenty-minute period a completeness for art's sake and the better man; in other words, give your soul to the wonderful development of character that must come from earnest effort.



MYRA K. PETERS.

The artistic will work from within outward in expression. We are laying in this work a foundation for a musical education, and building a repertoire that will cling to the child through his or her life. Do let us be careful in our selections of song material, for there is such an abundance of rich song material to be had with a very little effort on our part.

If our school boards are not disposed to equip us with music supplies, we can do so ourselves with very little expense.

The "Common School Book of Vocal Music," from the Modern Series, published by Silver, Burdett & Co., New York, Chicago, and Boston, is used as the basis for this particular outline.

Talk to your older pupils, winning their interest and co-operation for the work with the younger pupils; if your own time is limited have some of the musically-inclined copy from your one desk copy upon the blackboard the studies outlined.

You can secure from the Cable Piano Company, Chicago, copies of 101 best songs at \$3.50 a hundred. Any community will have enough children interested to gladly give a nickel each toward a supply of these books if you cannot induce your board to equip the school with the series used for the basic work of the outline; then purchase your own desk copy.

With September first week I would suggest, first of all, that you find just what songs your children are familiar with, and have some good unison song choruses, with "America," "Battle Hymn of the Republic," "The Star-Spangled Banner," "Old Folks at Home," "Home, Sweet Home," etc.

Either of the books mentioned give them all, and I tell you the boy is not living who cannot be won with these songs.

Give their origin, historical setting, etc. Do not be satisfied in singing notes and words, carry it deeper, reaching over into your mathematics, your history, and geography work.

With imaginary campfires, tents, and wars, general array in mental pictures, the boys are sure to respond most lustily.

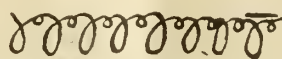
Let your scale songs and skips be relative to home life. These little newcomers are heartsick for the home life at first. You bring in the connecting link between home and school. Call mamma on 8-1. Respond on 8-5-3-1. She is at home. Call papa, 8-1. Respond on 8-5-3-1. He is at work. What does mother sing? "Dear, baby, bye bye, go to sleep," etc. 8-7-6-5-4-3-2-1. At luncheon time what does mother sing? Response, "Waken," 1-8. So weave your little story that it fits the tones of the scale, the octave, and arpeggio skips to begin with, but do not stop at this. Encourage adapting original thoughts for this work also. Here is a small per cent. of some from our little people:—

The little fish live in the brook,
We will catch them with the hook.

My little dog is white and brown,
And he follows me to town.

We like to see the shooting stars,
They are such pretty little flowers.

Teach "Dairy Maids," p. 21, by rote. Sing it first as a whole, then a phrase at a time, discussing it a phrase at a time, thus: At what time of day? Where? What is the light doing? Who is going to the pasture land? There is all of your first verse. The possibility of this song for rhythmic work is clapping; first just an even clap without accent; use tips of fingers of right hand to tap the palm of left. Picture in circles on blackboard thus:—



Place the bar above the two last circles, indicating the word held for two beats; then point from circle to circle while the children sing. Have children, one at a time, point while others sing. You, of course, understand that the large and small circles indicate the accented and unaccented beat. Have children make circles with hand held loosely from wrist. In this work, as well as clapping, have children keep lips still while you sing the melody, taking care to bring out the accent while they are clapping or circling. Then there are possibilities for sand table, paper cutting, drawing, and dramatization, which you as teachers will readily recognize. For older pupils, introduce staff, bar, clef sign, whole notes, and different positions for do; thus teaching them that do is movable. Introduce pitch letters in regular succession upon the staff. At this stage do not use a staff liner, but make your staff, one line at a time, in the presence of the children, thus fixing number one as the bottom of the staff.

Second Week.—By rote, "Morning Prayer," p. 70.

"Farmer and Finch," p. 66.

Introduce half and quarter notes.

Discuss scale with numbers, and in singing this week add re above upper do for practice work.

For sight reading use "Raindrops," on p. 10.

Discuss time values. If you have studied note values, your pupils will be able to sing this at sight and on time.

Third and fourth week follow outline as outlined. Study in advance new skips introduced in songs to be studied. Present them first from the blackboard, preparing the way for perfect reading when books are in the hands of older pupils. This work, of course, belongs to the older ones. Do not attempt forcing upon the little ones anything but rote songs and different phases of rhythmic work. In reference to the song material selected for study, I advise that no attention be paid to the words for the older pupils in pages outlined from the beginning of the book, simply work out the simple technical problems for the older pupils, and resort to good wholesome rote singing for recreation. Big boys and girls do not enjoy singing baby songs, and you cannot afford to do anything which will kill the enthusiasm you are arousing.

SUPPLIES NEEDED.

A C pitch pipe.

One desk copy Modern Series, "The Common School Book of Music," price, 35 cents; published by Silver, Burdett & Co., New York, N. Y.
For rote singing, to be held by pupils, 101

Best Songs; price, \$3.50 per 100; 10 cents, if purchased singly; published by Cable Piano Company, Chicago, Ill.

One desk copy, "History of American Music," edited by W. L. Hubbard; published by W. E. Wise, 161 State street, Chicago, Ill.

MISS LACEY'S TALKS.—(VII.)

BY V. WINIFRED LACEY, M. PD.,

Ishpeming, Mich.

Please give me a few suggestions for the first day of school. Virginia.

1. Be kind, considerate, and patient with the little ones who have come to school this first day. They are lonesome for home, mother, and the dear baby, and so you make an effort to make them happy. 2. Send them home so that they will be glad to return after dinner. 3. You must know the children and their surroundings; then aim to interest the children in things they like. 4. Avoid having any child cry for any cause whatsoever. It will be a short time when all the other children will be crying. 5. Be pleasant and happy yourself, and your feelings will be reflected in the children, and your first day will be a mutually happy one.

I can plan busy work for the older children, but I do not know what to give the beginners. I teach in a farming district and the school board will not buy material for busy work.

Alice H.

You are forgetting the fact that you have ideal surroundings for the very best and most interesting and instructive kinds of busy work. Your children are ideal little naturalists, and know nature perhaps better than you. Ask the children to bring leaves, seeds, burs, acorns, etc., which are so numerous in your district. You have a most wonderful store of material which the city teachers would greatly appreciate, but which they cannot have. The little child who cannot hold a pencil or scissors to cut, or use word builders, will, with much pleasure, arrange seeds around a pretty leaf; then take away the leaf, and watch the delight when the outline of the leaf in seeds is left on his desk. Consider the eye and hand training this child gets from this kind of work. Some day soon this child will surprise you by actually drawing a freehand picture of this same leaf, and in a short time he will draw or cut it even from memory; hence the mental training obtained through such work.

When should children in second grade be expected to reproduce stories? My children can all understand English.

S. T. W.

When children can understand English, and their home training is along that line, they can reproduce stories in the early part of the first

grade. Such stories would, of course, be short. The average first-grade child can reproduce a story of length the latter part of the year, and this is true of the foreign child who hears no English at home. Your second-grade children should be able to reproduce stories with good results the early part of the year. If the story-telling seems difficult, try dramatizing first, and then have the reproduction. Help may be offered the children by calling attention to the major points of the story, and the children will show much individuality in presenting the minor points later.

When should written spelling be presented in first grade or would you have it in first grade?

M. C. K.

Written spelling is required in the first grade in but few schools. If your superintendent or the course of study requires it, you should do it, and would advise waiting till the latter part of the year. Give two words first, and increase the number as results will permit. Written spelling is very easy for some children, while it is most difficult for others.

How much reading should be required of second-grade children?

A. T.

If the work of the first grade has been done well you have a good foundation for second-grade reading. Use your basal text-book for all foundation work, and the progress made with this will regulate the amount of supplementary work you will be able to give.

When is the earliest pen and ink can be introduced? Vermont.

We find pen and ink used in many of the schools in the first grade. Personally, I have used pen and ink in a first grade containing sixty-eight children, and found it most satisfactory. In ordinary life we use pen and ink to write with in ninety-five per cent., while we seldom use slate or lead pencil; then why not begin with that which will be of lasting use to the child?

What shall I do with an over abundance of flowers which the children bring me? I usually throw them away, since I haven't glasses or vases to hold them.

District School Teacher.

It is very unwise to throw anything a child gives you in the basket, especially while the child

is present. Your reason for throwing flowers away can easily be remedied. Just ask the children to bring you some bottles or jars such as you see in the grocery store containing, jam, pickles, olives, chow-chow, jelly, etc. There are a great variety of shapes and sizes, and they are just the thing to keep flowers in. Teach the children to help beautify the room by always keeping the jars and bottles filled with fresh flowers. Give this job to the boy or girl who gives you trouble. The trouble will soon be a forgotten art.

In your subject on reading in American Primary Teacher you suggested making lists and cards containing the words of the reading lesson. I cannot print, but I can make excellent use of the cards and lists you suggest. Can I buy them?

Grand Rapids, Wis.

You may not be able to buy just the words or list of words you may want. You will, I am sure, be able to borrow a rubber printing outfit from any of your merchants. You can use it one evening, and make enough cards and lists to use for months. If you can prove to your superintendent that you can use the material to advantage, no doubt he will purchase a set for use in the schools. They are not expensive. They are much better than the board work, for they relieve the eye strain.

I do not know how to get good results in writing, especially with the little children. Some of my second-grade children do not know how to begin to form the letters.

Pine Grove.

One of the easiest ways to get good results from all the children is to have the writing lesson a regular board lesson every day for about two weeks. You put a letter on the board, then have each child come and trace over your copy, being sure to show just where you started. Then later give the children copies of the letter or word written by yourself on stiff paper, and have each child trace with the ordinary butter paper, which you can buy at the meat market or grocery store for five cents. Later write a letter or word on the board and have each child write same without tracing. Then they will write at their seats from the board copy if you are very careful to clearly show them just where you begin and explain the shape of each letter. You will be much pleased with results.

What would make a good subject to study during the first month of school? The children cannot read, and it is so hard to get something which will interest all.

Michigan.

If you will take home life as your special general thought for the month of September, you will be surprised how nicely it will fit in with so many interesting things for the average child—home, mother, baby. How our own mother takes care of her baby; then how Mother Nature takes care of her babies in both insect and plant life. If you wish, you might introduce the Hiawatha baby and how the Indian baby is cared for in comparison to the American baby. The stories,

poems, songs, and pictures illustrative are numerous and beyond limit, from the ordinary post card to the expensive pictures.

September Comes.

BY LAURA ROUNTREE SMITH.

[Enter Miss September with traveling bag.]

Dear, me, I am so tired. I have been traveling all day to get here. I see I am just in time, for school begins to-morrow!

[Enter Sunny Day, in yellow; Rainy Day, in black dress.]

Days—We will help you. Tell us what to do, Miss September!

Miss September—First of all the desks must be dusted. Who is the janitor, I wonder?

Days—Let us play janitor for you!

Miss September—Well, get busy then. You may wind the clock, and dust the desks, and open the windows, and clean the blackboards.

Sunny Day—I cannot do all those things at once.

Miss September—Oh, oh, oh, Rainy Day, do look, you are making muddy tracks on the floor with your feet!

Rainy Day—I am in a hurry to go. Shall I return to-morrow?

Sunny Day—Please let me come. The children would much rather have me on hand for the first day.

Miss September—You may both go. I will call on you by and by. I am so sleepy I must take a nap.

[Rainy Day goes out, but Sunny Day stays and dusts the desks, and places a wreath of autumn leaves on Miss September, then goes out quietly. Enter children.]

Children—Oh, oh, oh, see the lovely lady! I wonder if she is our new teacher. She wears autumn leaves, and she carries a bunch of golden-rod.

[Enter teacher. September wakes.]

Teacher—Good morning, Miss September, we are glad to meet you. We are so glad to have school begin, and we see you have everything ready for us.

[Miss September bows; she hands wreath to the teacher, places golden-rod in a vase, and goes out.]

Children—Was she a fairy?

Teacher—I half believe she was a fairy, but she looked like a picture I once saw of Miss September.

Children—She gave you the autumn leaves.

Teacher—She left you a bunch of golden-rod.

Children—Hurrah for Miss September!

What to Tell Me.

Tell me all the good you can about the people that you know.

Tell me only the good about the people of whom you speak.

Tell me the things which will make me think well of people and of life.

Tell me the things which will make my sunshine, my heart glad, and my soul to rejoice.

Tell me the things which will straighten up my thinking, and give me the right principles of work and of play and of thought.

Tell me the things which will make me ashamed of compromise and pretense.—Canadian Teacher.

OBSERVATION LESSONS.

THE MAPLE.

BY MARY ELLASON COTTING.

OUTLINE PLAN.

September—General Thought.—

Notice trees as shade trees and homes of birds; spread and shadows cast; trunk and branching as well as can be considered while bearing foliage; color and feel of bark; color of foliage; give and use names, trunk, branches, foliage, bark.

Thought in Detail.—

Leaf	{	color—degree, dark or light.
		shape—general, whole or divided.
		parts { blade { form, texture, margin, framework, use.
		stem—length, form, use, color.
	{	attachment—single or in bunches.

Key	{	color—degree, dark and light.
		shape { the shape is adapted to the uses to which it will be put.
		number of parts { dimensions, parts of these parts, texture, uses.
		attachment—length, color, form.

Seed—Color, shape, size, use, how protected.

October.—

Same as for September with addition of comparison of coloring of leaves. Watch closely for fallen leaves, upon the under side of which may be a golden caterpillar. Strengthen all thought, and enlarge upon ideas brought out in September.

November.—

Review, from memory, of facts about leaf and key and seed. Closely observe manner of branching of tree, small branches, twigs; bark, is color same as before leaves fell? Idea of resting. General shape or appearance of tree against the sky (if possible) or buildings which form a background. Most exact examination of key and seed.

December.—

Notice the tree as a whole; its beauty especially when snow- or ice-covered. Call attention to outline against background, hoping to lead to discovery of buds. Rest period of tree.

January.—

Examine a branchlet bearing buds. Forecast of nature's need of and work upon buds. Use microscope. Re-examination of keys and pressed leaves.

February.—

Individual study of twig with bud. Relation of bud to twig—to tree. Use of microscope. Observation of tree. Awakening period approaching.

March.—

Close study of weathered keys and comparison with well-preserved ones. Buds examined. Scales observed under microscope.

Bud	{	Form, color, series of scales, color of
		outer and inner scales, number in a ring
		Decide whether the bud is a leaf, blossom
		or "growing" one.

If permission can be obtained to tap a tree, do so, and examine; notice result. Describe progress of sap while "rising"; bring out thought of its properties and use to which it may be put. Taste sap, and show maple sugar. If possible, use chafing dish and "boil down" some crude sap. Make notes upon experiment, and use as subject matter for written language exercises. As far as possible, bring out facts concerning chemistry of the process of "boiling down." (Possibly only a thick syrup will result; occasionally a little "graining" comes if the syrup is subjected to intense cold.) Study germination of seed. Use microscope.

April.—

Observation of nature's proceedings in relation to the tree, and keys upon the ground. Lessons in detail upon various stages of germination. This must be carried on in most careful manner. By gathering specimens first from south, open exposures, and, later, from building shaded or north exposures, six different stages of development of germ may be obtained.

May.—

Appearance of the tree, foliage, blossoms. (Examination of blossoms with microscope.) Formation of keys. Growth of seedlings. Free use of microscope. Color of bark. Examine a tiny tree—the growth of two years.

June.—

Botanical study of leaf, key, and seedling in the higher grades. Naming of parts of leaf and key in youngest classes. The amount of work accomplished will depend upon the mental capacity of pupils. Commercial value of wood. Study wood as connected with manual training lessons.

The reason for the almost exhaustive study of one tree is that the student may have a standard, as basis of development of facts concerning other trees and to serve as a unit of comparison. Just what may be done must be regulated by the ability of the pupils and the opportunity offered for observation. The study of leaf, key, seed, and seedlings can be carried on anywhere by any director who is able to go to parks or into the country. While it is preferable to carry on much of such work in the open, yet a lively interest may be created if the study is conducted through examination of material brought in by others than the children.

OCCUPATIONS FOR MAPLE STUDY.

September.—

Kindergarten. Cutting green leaves (following outline). Blackboard drawing (imitative work).

October.—

Cutting colored paper into leaves. Coloring outlined leaves. Drawing leaves in colors upon board and paper. Stringing keys and beads or

macaroni or straws. Arranging keys in border patterns.

November.—

Drawing pencil pictures of keys. Stringing keys and cranberries or mountain-ash berries.

December.—

Cutting "to the line" a trunk with four branches. Mounting of same upon some bright color that will make a pretty background for the gray paper tree.

January.—

Paint in a drawing in outline of a maple having different arrangement of branches from the one previously used.

February.—

Lay "pretty forms" ("Forms of Beauty") with keys and reproduce in drawing, or mount the keys upon stiff paper. Freehand cutting of paper keys.

March.—

Make a pencil drawing of keys, and mark off the division between "cupboard" and wing. On same paper illustrate a weathered key. Draw picture of twig and buds.

April.—

Illustrate stages of germination with brush or pencil. If with the former, develop surface in place of line work. Model in relief whatever is desired, preferably the seed.

May.—

Sew a green key outline. Draw or paint (green) a leaf. Model same as for April.

June.—

Cut green paper keys with stems; cut gray paper twig. Mount all. Model same as for May.

Grade I.—

Same as for kindergarten, omitting all stringing and mounting of keys. There should be less imitative work, no forms traced, and more brush work.

Grade II.—

Same as for grade I., omitting all cutting to the line. Little, if any, imitative work. Use more material in developing arrangements for central and border designs. Bring forth ideas of and desire to picture leaf and keys attached to branches. Grades III. and IV.—

Painting arrangements for calendar backs, book-covers, and cards having leaves, keys (whole), and bud-on-twig for motif. Grade IV. should produce much more elaborate work than grade III. Children of grade IV. have already painted a seven-inch-long twig, bearing leaves of three sizes; also have designed a pretty pattern of leaves and half keys for a table border. A yoke pattern was covered with a dainty arrangement of whole keys with stems, and a colored reproduction made upon the pattern after the removal of the keys.

Grade V.—

Sketch single trees. Sketch branches, bare or leaf-laden. Exquisite work can be done in this grade along lines of sketching in landscape effects. Brush work also obtains, but the maple is the

motif around which the rest of the drawing is developed.

Selecting Teachers.

BY JOHN R. CARR,

Superintendent of Marion County, Indiana.

A teacher cannot be picked by what he can put on paper. An applicant for a state license in Indiana is required to pass an examination on eight subjects. The examination is necessarily long and tedious, and often requires eight hours to cover it.

Should an applicant fall below 75 per cent. in any one subject the license could not be issued. To obtain a one-year license the average on all subjects must not be below 85 per cent.; for a two-year license, 90 per cent.; and for a three-year license, 95 per cent. The same standard shown in answering the first set of questions could not be kept up when the applicant is answering the last set. There is a limit to physical endurance, and this ought to be taken into consideration.

The teacher's personality should be taken into consideration more than the number of bare facts possessed. Any person with ordinary sense can take an encyclopedia and obtain bare facts. It is the personality of a man or woman which should determine how well they are qualified to take a position in the schools.

In many cases applicants for places in the graded schools are required to take examinations over subjects and points which will not aid the instruction of a primary grade. We will take it for granted that a person who is fit to teach school would have common sense enough to acquire the necessary information.

A teacher came into my office and said she intended to quit the teaching business because of the never-ending procession of examinations. She had passed a three-year examination and had done magnificent work in the schools.

There are some applicants who would make excellent teachers, possessing magnetic personalities, who fail in the examinations.

Some of those who pass do not possess personality, and they will fail in developing the school where they teach.—Indianapolis Star.

Eye Don'ts.

Don't read facing a light.

Don't read while you rock.

Don't work in a poor light.

Don't write or read or sew lying down.

Don't try to enlarge or brighten your eyes by dropping belladonna into them.

Don't rub your eyes.

Don't use your eyes when they smart and water.

Don't tax them when you are exhausted physically.

Don't forget that eyes need to be petted.

Don't forget that happy thoughts make the eyes sparkle and glow in a most fascinating way.—New Idea Woman's Magazine.

BY THE EDITOR.

Outdoor Dramatization.

More and more the school gets into the open, and to the advantage of the school.

Of course the teacher who thinks all virtue inheres in keeping in ruts, who thinks that any interruption of regularity is vicious, who thinks



ROBIN HOOD.

that monotony means discipline and discipline means growth (?), will regard an hour on the lawn or in the park as utter demoralization, but there are others.

Every grade teacher has dramatization, at least those in the first five or six grades, and many high school teachers, catching the new spirit, have their students dramatize offhand. We have seen remarkable results obtained in the teaching of French and German by dramatizing lessons. The students had to give expression to their foreign language in conversation in action. They had to know what the foreign language meant in order to suit the action to the word.

Some of the best eighth-grade work I have seen for limbering up the boys of this age has been in the dramatization. Nothing is so effective in bringing such lads into spirited action, intellectually, as dramatization. They take to it much as they do to athletics when once they warm up to it.

They must not be over-coached. They must not imitate. They must throw themselves into it heartily and intelligently.

Of course the universal field is in the lower grades. We give a view of some fifth-grade boys dramatizing "Robin Hood" among the trees on the campus of the Kirksville (Mo.) Normal school.

Classic Clay.

At the Kirksville (Mo.) Normal Training school Miss Susie Barnes, principal, the little people use clay in an unusual way. Indeed they do many things in an unusual way.

The fifth-grade children in May made of clay a Greek temple, making it to scale.

The real temple was 104 feet in length, and they knew the other dimensions.

The children took a scale of half an inch to a foot, so that their temple is fifty-two inches long.

They studied with great care the interior, the roofing, the columns, and worked them out with surprising care.

The normal teachers, who came to see it and observe the development of it under their hands, said they never before appreciated a Greek temple.

The first attempt of the school was a sixth grade's reproduction of an old monastery.

Thus the classes have adjusted their clay work to their classic reading.



THE OLD MONASTERY.

MR. WINSHIP'S CONVERSATIONS.

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Let this year show your best work. There is in truth no joy like that of doing one's work well.

The girls are to scout as well as the boys.

Friday, November 3, will be Corn Day in Illinois.

The school must furnish the mental flexibility which the times demand.

Ohio pensions cannot be more than \$300. Previously they could be \$500.

An English open-air-recovery school has a nine-hours-a-day session.

Leisure should be employed for human betterment. It is restful and invigorating.

There are three women state superintendents. They are in Colorado, Wyoming, and Idaho.

Three things are doomed,—the house fly, the public drinking cup, and the feather duster.

No matter how small the school grounds, have some plants and a patch of velvety green in the season.

At the Eastern Somerset Educational Association at Hartland, Me., there were seven women on the program.

O. H. Benson of the Plant Industry Department of Washington is serving the schools sensibly as well as ardently.

Delaware prohibits employment of any children under fourteen years in factories, or between fourteen and sixteen unless they have attended school for twelve consecutive weeks in the previous five months.

Baby Playgrounds.

No feature of modern humanitarian activity signifies more than the playgrounds for babies.

A sand yard protected from sun on hot days, and from rain when needed, with some one to look after them in time of need, means more to the health, disposition, and morals of children than the same amount of money expended by the public in any other way.

Corn Records.

One hundred school boys in the Southern states made an average of 133.7 bushels of corn to the acre. The average yield by men is less than twenty bushels. Jerry H. Moore, Winona, S. C., raised 228.7 bushels; Leslie Anderson, Brookhaven, Miss., 225; Kennie Devine, Sharon, Miss., 217; Bennie Beeson, Monticello, Miss., 212.1. These four are the only persons known to have raised more than 200 bushels of corn to the acre.

Strange Welcome.

I recently passed a church with these two notices printed on tablets in front of it:—

EVERYBODY WELCOME.

NOTICE

**CHILDREN ARE FORBIDDEN TO
PLAY ON THIS LAWN.**

And still people wonder why the church loses its hold of the boys and girls.

What kind of an "Everybody welcome" is that?

Connecting Kindergarten and School.

It was left for Miss Susie Barnes, training school principal, to be the first, so far as I know, to skilfully transform the little people from the kindergarten to the primary grades.

For the last months of the kindergarten course the children go into the primary room for one period and two subjects. Most of the day they are still kindergartners, but for half of a half day they are in the primary school, doing things in school in a school way.

It is about as valuable an experience for the primary teacher as for the children.

Miss Ryan's Recognition.

Omaha has done a highly creditable thing in making Miss Belle M. Ryan assistant superintendent at a handsome increase of salary. It is seven years since Dr. Davidson took Miss Ryan

from the teachers' ranks and made her office assistant, in which position she has been so gracious, devoted, and efficient that, upon the election of Mr. Graff as superintendent, the board of education recognized her importance, and honored her accordingly.

Philander P. Claxton, Commissioner.

Of all the men considered as successor to United States Commissioner of Education Elmer Ellsworth Brown, Dr. Philander P. Claxton was selected. There could have been no selection that would have given more widespread satisfaction. The entire South will be highly gratified, and no other Southern man would have been a tenth part as well known in the North. Indeed, no other Southern man would have been as well known in the South. All other Southern living educators combined have not addressed as many Northern educators as has he.

He is Southern born and bred, and has been engaged in educational work from young manhood. His early educational activities were in North Carolina, but for several years he has been at the head of the department of education of the University of Tennessee at Knoxville. He established the famous summer school at the university which has been the great educational feature of the South. He has been closely identified with all the recent notable educational movements of the South, and especially with the great campaign in Tennessee, which has given that state prominence in educational progress. As a platform speaker, he is equal to the best the country has. As an inspiration he will be a great force, and in skill in presenting the needs of the bureau to Congressional committees he will be an efficient leader, as he has demonstrated this efficiency in Tennessee.

He will never identify himself with factions among educators, and he will be in no sense Southern in his prejudices. Professionally, he will be a credit to the country, and personally he will be a delight in the office, in society, and among statesmen.

Street Play Zones.

The next important feature of child welfare is the establishment of street zones in which children may play, and in which there will be neither heavy teaming nor motor vehicles.

Already Chicago has two miles of such streets set apart for the children.

Chicago is the best provided city with playgrounds of any city in the country, and yet in ward 17 there are 13,000 children with only one very small park and a small playground.

Children must play in the streets for the most part, and there should be some streets in which they can play safely.

Remember that Chicago has spent more money on playgrounds than any other city, and is the best provided with playgrounds, and yet there

are 400,000 children with no playground within reasonable distance.

The city has 600,000 children, and twenty-seven miles of lake shore with limitless possibilities, and only four bathing beaches in the twenty-seven miles for the 600,000 children, and these four are largely monopolized by adults.

In New York city in one month in 1910 there were 350 boys arrested for playing in the streets, and these children had no other place to play.

On the streets of New York city there were sixty-seven children killed in ten months. Automobiles killed twenty-nine; street cars, twenty; and wagons, eighteen.

In addition to the sixty-seven who were killed there were 196 seriously injured. Of these, 149 were injured by automobiles, thirty by wagons, and seventeen by cars.

Women in Administration.

There are two women state superintendents.

The second largest city in the United States has a woman superintendent.

There are about 300 women county superintendents.

The following facts have been collected by Mrs. Emma B. Gulliver, Boston:—

Women may hold any school office in Connecticut, Idaho, Illinois, Indiana, Louisiana, Minnesota, North Dakota, Oregon, Pennsylvania, South Dakota, and Wyoming. Women may be county superintendents in Kentucky (if holding a state teacher's diploma), Montana (district offices also), Tennessee, and Wisconsin (city, town, and district offices also). Women may be commissioners and school district officers in New York.

Women may be local town or district officers in Arizona, California, Colorado, Iowa (where a woman must be a member of the State Educational Board of Examiners), Maine, Massachusetts, Michigan, Nebraska, New Jersey, Ohio, and Vermont.

The 284 county superintendents are found in twenty-five of the forty-six states, 211 of them are in fifteen states west of the Mississippi river.

California,	57	counties,	17	women	30%
Colorado,	56	"	30	"	50%
Idaho,	21	"	14	"	66 2-3%
Washington,	34	"	8	"	25%
Wyoming,	13	"	11	"	90%
Montana,	13	"	13	"	100%

From county superintendents we turn to data concerning women principals of city schools:—

New York.....	223	out of 499	are women,	45%
Chicago	123	" " 269	" " "	45%
Philadelphia	129	" " 204	" " "	63%
St. Louis	39	" " 97	" " "	40%
Boston	6	" " 65	" " "	9%

520

Of these 520 women, two are principals of boys' schools, twenty-seven of girls' schools, and 493 of mixed schools.

KING BELL

FRANK DEMPSTER SHERMAN

After the old English

Giocoso

1. Long years a - go there lived a king, A might-y
 2. Now both these sons were ver - y dear To Bell, the
 3. O - be - dient was each roy - al prince, As we have

man and bold, Who had two sons named Dong and Ding, Of whom this tale is
 might-y King; They al - ways has - tened to ap - pear, When he for them would.
 tried to show, And all their kin - dred ev - er since Have been ex - act - ly

told. . . Prince Ding was clear of voice and tall, A prince in ev - 'ry line;
 ring. . . Ding nev - er failed the first to be, But Dong he fol - lowed well,
 so. . . And if you chance to know a king Like this one of the song,

His broth-er Dong was ver - y small, His voice was thin and fine. Ding
 And at the sec - ond sum - mons, he Re - spond - ed to King Bell. Ding
 Just lis - ten once and there is Ding, A - gain, and there is Dong. Ding

dong, ding, dong, ding, dong, ding, dong! His voice was thin and fine. . . .
 dong, ding, dong, ding, dong, ding, dong! Re-spond-ed to King Bell. . . .
 dong, ding, dong, ding, dong, ding, dong! And there are Ding and Dong. . . .

ma leggiero *ff*

— From the Teachers' Edition for Elementary Grades—New Educational Music Course. Used by permission of Ginn & Company.

A COMMITTEE ON WAYS AND MEANS.

BY ALDEN HEWITT.

June had come and gone when the three sisters, all teachers, gathered one afternoon for discussion of ways and means.

"I've pondered all this month on my work for next year," announced the normal teacher.

"I believe that no good teacher ever stops doing that," answered the second-grade worker. "What have you to offer?"

"First, the drawing in the grades. You know my girls must be prepared to teach anything in their semi-graded rooms. I have a list of discoveries here," and she read rapidly:—

"1. Mount all pencil drawings on orange paper, leaving a narrow margin. The orange brings out the sketching splendidly.

"2. Mount black and white drawings on a strip of white, and then lay on a sheet of black, so that there is a narrow margin of each. This fashion. (She held up a sketch.)

"3. Mount all sketches with margins of paper in the same shade that the pictures are painted in. For instance, here is a study of the marsh marigold. Notice how the green and yellow mounting brings out the work.

"4. Crayola work is valuable because it is so clean. If you will slightly heat your sketches after the children have finished, you will obtain all the effect of Japanese prints. Isn't that a good idea? I wish," she added, "that teachers understood the value of careful mounting in the drawing work. It's more trouble, but it pays.

"5. Where pictures of flowers, such as dandelions, are painted, cut out the picture mount on soft tinted board, and behold—wonders."

She paused, and the primary teacher rummaged in the box beside her for a moment, and then straightened, holding up a large piece of chart board, 24x36 inches, with a picture of a little girl at the top. At the base was a strip of wood the full length of the board and a half inch wide. Through this and through the mount were screwed two large picture books.

"My latest invention," she announced. "I made it while I was inspired last week. Here's the rest of it," and she produced a set of cards made of tagboard, 6x9 inches. On each was mounted the picture of a toy. "You see they are home-made pictures. I cut the teapot, the ball, the trumpet from silver paper and painted stripes

on them. See the picture hanger on each? I shall give each child one toy. Each in turn will ask the question: 'May I give the trumpet or ball, etc., to the little girl?' and with my permission of 'you may' he will hang his card to the big one in the front of the room. You see, I use this method because last year my big charts got so dirty from small fingers. Besides, the drill on 'may' is doubled in this way."

"Now, my turn," the grade teacher started eagerly. "My youngsters never could learn time, and the school couldn't afford to buy one of the clock faces. So I've worked out a new scheme for next year. I've made a whole set of little clock faces and mounted them so."

She held up a set of cards made of folding paper, 4x8, cut to a point at the top. On each was pasted a clock face. "Here is our next year's drill on time telling."

"I used a drill last year in the practice classes that helped," offered the normal teacher.

"A large clock face was drawn on the floor in front of the room. Two children were chosen, one for the minute and one for the hour hand. Each was given half a dozen bits of cardboard. For the first drill the minute hand's slips read, 12, 6, 3, 9, 12, 6; the hour hand's, 1, 2, 3, 4, 5, 6. Each looked at the top slip, moved to the proper number, and then a third child, chosen for the occasion, told the time. If he told it correctly, he chose another child in the row, and the game went on. Always choose the best ones for the clock hands. They get the least drill."

"Good," said the grade teacher, "I'll try it."

And I have one more notion before we go to supper. It may not interest you because it's third-grade arithmetic. All around the top of the board put a frieze of number combinations, so:"

she illustrated: $+ \frac{2}{4} + \frac{9}{7} + \frac{6}{5} + \frac{3}{7}$

"Drill the children for five minutes a morning, and they will be proficient in addition. The same thing can be used for subtraction, multiplication, and division. That really doesn't belong to me," she added. "One of my teachers worked it out last year; but it's good."

"Come along to supper," suggested the primary teacher. "I've gained some new ideas. I don't think I'll slide into a groove next year." And the three adjourned their private educational meeting.

PAPER CONSTRUCTION.

BY N. M. PAIRPOINT.

NOAH'S ARK.



N excellent form of manual training for little people when they come to school fresh from the vacation is folding and cutting.

There is usually a loss of manual skill after the summer rest that it takes a little while to regain, and the results are more satisfactory if allowance is made for it, and work undertaken that is almost a review rather than entirely new problems.

From an oblong sheet of paper (a six by nine will do, although larger sizes can be used to advantage), sixteen divisions are to be folded to make the ark.

Remind the pupils that we always fold away from us, and that we keep the paper flat on the desk. When the edge nearest is made quite even with the farther one, pass the finger down the centre to start the crease; then to each corner. If these approved methods of doing the work are started at the beginning, it will save much trouble for the rest of the year.

When the sixteen divisions are formed, cut straight in on the two lines at each end, and cut the end pieces between them into points. These make the gables at each end of the house.

When pasting, put the two laps inside and bring the pointed ends over them, and paste all together.

Before the pasting is done, which it is often best to give as a separate lesson, draw windows along the sides and one at each end of the house.

The roof is made from the same-sized paper as the ark. When the sixteen divisions are made, cut off one set of three spaces at one end of the paper. This will leave three divisions down the length of the paper. Fold each end division in half. These lines give the length of the house. The lowest spaces down each long edge are to be folded in half and in half again, making four small divisions in each.

On the creases that show the ends of the house cut up two of these spaces; then out to the edge, cutting out a little square. Repeat at each corner.

Crease on the third line and fold back again on the middle one; this makes eaves to project over the sides of the ark, and a straight piece to fit inside. In this way the roof forms the cover, and can be lifted off when the animals are to be put inside.

The building may be colored if desired. This gives good practice in laying a flat wash if water colors are used, or laying an even tint if it is to be done with crayon.

For very young pupils it is advisable to give some practice in the use of scissors, and review cutting accurately on the lines at the beginning of the year.

For this purpose a set of animals may be traced and hectographed on to strong drawing paper; then the children are allowed to cut them out along the lines. The square below each



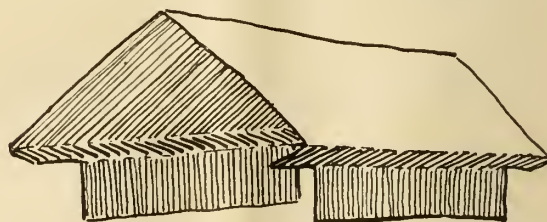
Ark.



Roof.

animal will make them stand up when it is folded back.

Insist upon slow, careful work, for habits of hurrying and carelessness formed now means much trouble later on, while if quality is de-



Detail of Roof.

manded and nothing but the best accepted at the beginning of the year, the work will improve very rapidly.

Call attention to the difference in form of each of the animals: The squareness of the elephant, with its long trunk; the long neck and hump of the camel, and its thin legs; the square, angular outline of the cow and her horns. The horse has long, sweeping curves everywhere.

The lion and tiger suggest big cats. Call attention to the way they jump and crouch close to the ground. Notice how expressive the action of the animals' tails are in all the members of this family.

The lion's mane gives him a kingly character, and is the principal reason he is spoken of as "royal." The tiger's stripes are his characteristic point, and the jet blackness against the orange yellow of his velvety fur makes him one of the most beautiful animals in the world.

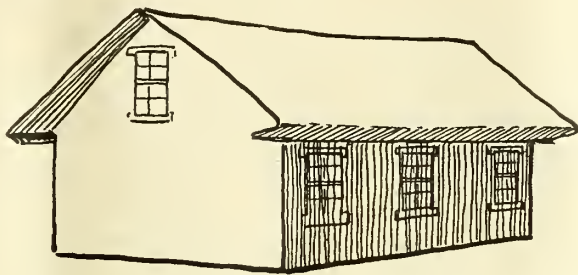
The domestic cat, some writer has said, was made so that man might caress a tiger, and he is wonderfully like his big brothers in structure and markings. Again notice how expressive is the action of the tail.

tail and feet, is seen frequently. Many Arab horses are gray and a few black. The chestnuts are beautiful in their varying tones of yellow brown, and the roans, those speckled with white, as though turning gray with old age, are remarkable for their endurance.

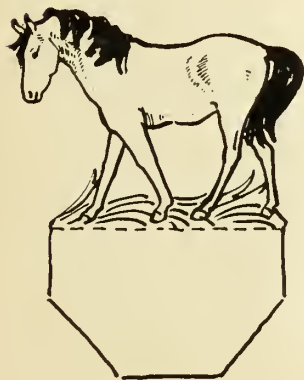
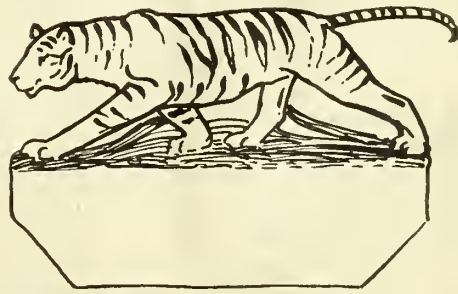
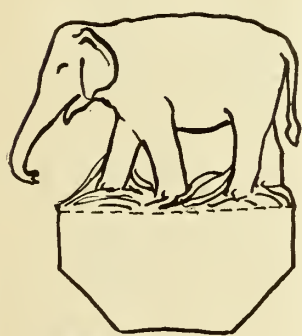
The lion is a dull yellow, and the mane varies in different species from yellow to a dusky black. The tuft on the end of the tail is black also.

The tiger is the most gorgeously colored of any of them. The upper part of the body is a rich orange yellow, a color with more "life"

in it than the yellow of the lion. The lower part of the body and the throat is white, and the stripes are jet black. The stripes continue down his tail, which has no tuft of hair at the end like the lion, but ends in a point like that of the cat.



Noah's Ark.



Then our friend, the dog, with his hard, compact frame and pointed, wolf-like head. A dog can neither climb nor jump like a cat, and there is an absence of the supple grace peculiar to the cat tribe.

When the animals are all cut out in pairs, the color is to be carefully studied. Elephants and camels are both gray, but the elephant is almost a slate gray, a cold color, while the camel is a warm gray, almost a brown.

When the horse is to be tinted, a choice may be offered. The rich bay, with black mane and

In coloring the cat we can again have a choice. Some are solid colors; others are striped. The stripes follow the same general plan as those of the tiger.

Our little dog should have spots of black and tan, while most of him is left white.

Color the ground they stand upon to represent grass, and our Noah's ark is completed.

A box of toys like this will occupy some time to make, but will prove a source of amusement for each child all through the winter.

NATURE STUDY.

EARTH WORMS.

BY ELLA JACOBS.



IN every lesson let the child tell you everything he knows or can find out, question carefully, use the Socratic method, help them and make suggestions, but actually tell them as little as possible until you have exhausted their information. Have several earth worms on pieces of white paper or box lids.

The children will notice that the worm is made up of many wings fitted closely against one another. In crawling they can see the contraction and expansion; at one time the worm looks short and fat, then it stretches itself and becomes long and thin.

Is there any difference between the two ends? Most children will say "no." Look closely, you do not need a magnifying glass yet. Now they will notice that the head end tapers to a point, and the tail is round and flattened. Is it the same thickness? No, for a little above half way it is larger and rounded out. How does the worm move? It has no legs. Take the worm up carefully, holding it between your hands, and pass it lengthwise along its underside on the fingers or hands of the children. Something sticks. Yes, for each wing is furnished with a set of bristles or short hairs, all of which point backward; these help the worm to creep along, and also prevent its slipping backwards. Have you ever noticed a bird pulling and tugging to get a worm out of the ground for its breakfast? The reason it has to pull so hard is because the worm is holding on in the ground by its bristle.

The worm has no eyes, so it cannot see. Eyes would be of little use, as it lives principally under the ground in the dark. It has no ears, so it cannot hear. Why then does it run away when you dig close to it? Because it feels the motion of the earth, just as the fish in the aquarium appear to hear if you knock against the side, when they really only feel the jar of the glass and consequent motion of the water. An earth worm has no nose, hence it cannot smell.

It hasn't very much of a mouth, either, for its mouth consists of only two lips, the lower one being the longer. There are no teeth in its mouth. How then does it chew its food? Have you ever seen your mother open a chicken or turkey before cooking it? These have no teeth either, but you have all noticed the tough gizzard, and inside you have seen the little stones which take the place of teeth, for the chicken grinds its food with these. The worm swallows very, very tiny pieces of stone

and these are used for grinding its food in a similar manner. What is the food of a worm? It swallows a great deal of earth, but besides this it eats small bits of leaves, cabbage, and decayed vegetation. The worm swallows the earth, and seems to get nourishment from it; besides this, as it digs and burrows under the ground, it swallows some to help it along in its course. What becomes of the earth? Have you ever noticed on a spring or summer morning quantities of little piles of earth shaped like worms? These are called "castings." The earth passes through the body of the worm and comes out in the shape much like the forced meat comes out of a grinder.

The little worms without eyes, nose, ears, teeth, or legs seem very miserable, useless creatures, yet God has made each for some purpose in the world. The worms are very useful to farmers; indeed, we could hardly manage without them, for as they burrow they loosen the soil and prevent its becoming stiff and solid; then as they constantly come up to deposit their castings they bring fresh earth to the surface and carry down bits of leaves and stones to nourish the roots of plants. In fact, the worms are the best plows ever known, and help in many ways to make the soil fertile.

Worms make good bait for many kinds of fish, and are also food for birds, so as is usual in nature, each animal is of use to feed some higher order of life.

Worms are hermaphrodite; that is, both sexes are united in one, although they usually go in pairs. Tell the children that the old theory, that if you cut a worm in half each part will live and become a perfect creature, is false. Only the end with the head can live; the other end will die in a few hours.

An important point must be made of the difference between a worm and caterpillar, so many intelligent persons confuse them. A caterpillar has eyes and legs. You can see them plainly. A worm has none. A caterpillar sheds its skin several times in growing; a worm does not. Both are hatched from eggs, but the worm lays the eggs for the young of its kind. A caterpillar never lays eggs; the perfect adult insect, moth, or butterfly lays them. The caterpillar is an undeveloped form; it will turn into a moth, butterfly, or other insect. A worm never turns in natural history. Once a worm, always a worm.

After you have taught a natural history lesson orally always review it the next day, and have it written to be sure that the pupils know, understand, and are prepared to give back the facts which have been taught them in the lesson.

Why is it bad for boys to fight,
And for soldier men so brave and right?

— Fannie Ruth Robinson.

METHODS AND MANAGEMENT.

"A ROUND TABLE"

CONDUCTED BY THE AUTHOR OF "PRESTON PAPERS."



ES, come in and welcome! Don't stop to knock. The sanctum door is open to all comers. Write me as freely about what you want discussed as you talk with me at institutes. Send, too, in postal-card size, some of the suggestions—or your own ideas—which you have found helpful. Let us form a "Help Each Other Club," with the Primary Teacher as its organ!

Be Altruistic, Brief, Cheery, Definite, Efficient, Friendly, Gracious, Helpful, and all the other things for which the pedagogical alphabet stands—and then "stand" for the price which they make you worth in your school, community, state, nation!

THE FIRST DAY.

To many a child this warm September morning sees him entering on a trip as long, eventful, and hazardous as that of Columbus when he sailed in quest of the new world.

Some of these "natives" will enter the kindergarten; some will begin in the primary; and in a few rare cases, too rare—where there has been a fortunate combination of circumstances which has permitted a more natural development at home—entrance will be at once into the grammar grade.

But, in any case, "the first day" is an important event—often one of dread—to the child. His world has been so little, peopled with friends and familiar faces. Unfettered liberty has been his privilege, and "the schoolhouse," however diminutive, is a new and untried world to him.

He is not way-wise. He does not know what to do, nor how to do it; and in nine cases out of ten he'll do it at the wrong time.

He hardly knows what to expect; and everything is so new, so different to him, that he is absorbed in his observation of environment rather than in attempts to learn.

The first thing, then, on the first day which the teacher of the new classes must do is to get attention. Find the eyes, ears, heart, and hands of each little stranger.

That means preparation, and it means "supplies."

Boxes of big, bright-colored beads, with needles all threaded for stringing; letters and pictures to be cut out, with dull-pointed scissors; cards cut from stiff paper, with simple patterns pricked for sewing with bright-colored thread, worsted, or silk; paper and pencil for drawing or writing, etc., must be on hand.

Some of the cards may well have familiar names outlined for the sewing, as: Henry, Alice, Mabel, and let one who bears the name use the card.

When all are busy and happy, take the names by seat and row, so that when you see a name on

the list, you can find the child without asking. They will wonder at your marvelous memory, and admire you for it. That is a good beginning.

Call, from your list, for various children to do things, which again helps you in the association of name with child.

If any are too timid, bashful, or stubborn to respond to the call, put it in a potential form, so that he may or not, without being disobedient or disciplined!

Call on all to stand by their desks in straight lines. "Oh, this middle line is almost perfect!" is much better than "That outside line is not so good as the middle one."

"Hold up your right hand! Stretch as high as you can. Some of you did very nicely. Now watch, and when I say 'Left,' hold up your left hand; but be ready, for I shall say it very suddenly, and some of you will get caught. One, two, three, left! Ah, some of you did get caught.

"Now, 'right' in the same way, and see if the hands can't all go up together like a flock of birds! One, two, three, 'right!' How nice.

"Now you may sit when I count three, and see how quickly and quietly you can do it.

"Some of the little 'bird' hands are not very clean, so I can't call for hands up again this morning; but perhaps they'll be all right this afternoon."

A blackboard story-talk, which shall embrace reading, language, number, and obedience, may come next; then recess, out-of-doors, preceded by a "pitter patter" march around the room, to initiate "keeping step."

Go into the yard, and when the playtime is over, organize a good line for re-entrance, which shall be standard for each later entrance. It should be orderly, quiet, courteous, and so arranged that the seating may be simultaneous to save time.

Don't talk much, except when story-telling, nor "fuss" at all; and don't be too serious.

More hand work may precede another blackboard lesson; then an exercise in breathing, proper position in standing and in sitting.

Teach all to close lips, except when talking, singing, laughing, or eating. "No, Tommy, you need not open your mouth to cry; and it's even better not to cry at all."

Another march around the room before dismissal, with "Good-by, children," from you, to which they should be taught to respond courteously. So much of manner and of other things depends upon habit!! Train the habits from the start.

In the afternoon, get the parents' names and addresses, and the children's ages on your preliminary list.

Pass some slips of paper, each one with the

name of a child written in your very best hand! "I have only put your first name on the card to-day, but if you write that nicely, I will write all your name for to-morrow. Now let us see how nicely each one will make his name look."

Lessons may follow physical exercises for this session, as before; and be sure to comment on the clean hands while they are up, to strengthen memory as to washing, if necessary.

Keep the atmosphere clear and sweet, even while charged with interest.

Overlook some things; condone others if you can do so consistently.

Send the children home happy, and keep it up!

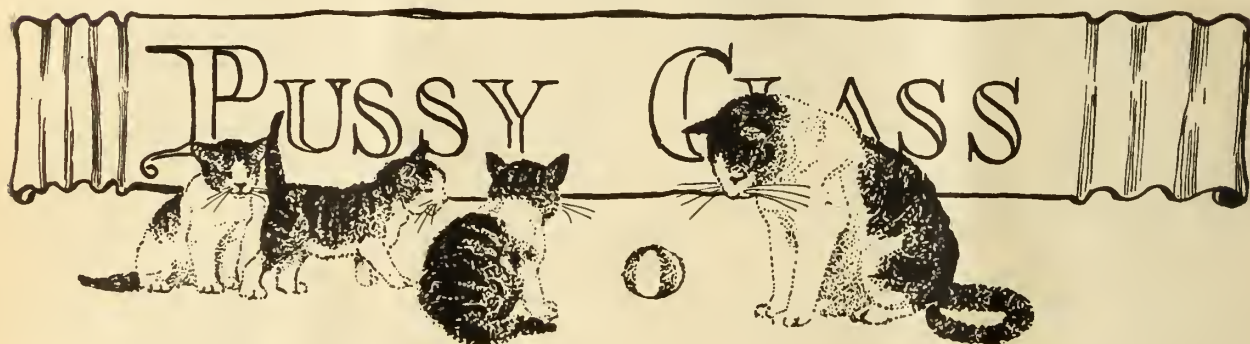
Go home with some child every day for a call, until you have visited each home, even though this is your "first day" as teacher, and

"God be with you till we meet again."

PRIMARY STUDIES IN LITERATURE.—(I.)

BY ANNA WILDMAN,

Philadelphia.



"Now, children," said Puss, as she shook her head,
 "It is time your morning lesson was said."
 So her kittens drew near with footsteps slow,
 And sat down before her all in a row.

"Attention, class!" said the cat mamma,
 "And show me quick where your noses are!"
 At this all the kittens sniffed the air,
 As if it were filed with a perfume rare.

"And where are your claws? No, no, my dear,"
 As she took up a paw, "See, they're hidden here."
 Then all the kittens crowded about,
 To see their sharp little claws brought out.

They felt quite sure they should never need
 To use such a weapon—oh, no, indeed!
 But their wise mamma gave a pussy's "pshaw!"
 And boxed their ears with her softest paw.



"Now what do you say when you want a drink?"
 The kittens waited a moment to think,
 And then the answer came clear and loud—
 You ought to have heard how those kittens meow'd!

"Very well. 'Tis the same with a sharper tone
 When you want a fish or a bit of bone.
 Now what do you say when children are good?"
 And the kittens purred as soft as they could.

"And what do you do when children are bad?
 When they tease and pull?" Each kitty looked sad.
 "Pooh!" said their mother, "That isn't enough;
 You must use your claws when children are rough."

"Now spiss as hard as you can," she said,
 But every kitten hung down its head.
 "Spiss! I say," cried the mother cat,
 But they said: "Oh, mamma, we can't do that."

"Then go and play," said the fond mamma;
 "What sweet little idiots kittens are!"
 Ah, well! I was once the same, I suppose,
 And she looked very wise and rubbed her nose.

Mary Mapes Dodge.

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QUESTIONS AND SUGGESTIONS.

What was the time of the year in the poem? Where did this cat family live? Describe the mother pussy. How many kittens had she? What was the color of each? Tell something else about each one, so that we shall know just what kind of kitten it was.

S. 1. Where was the class held? Why did the kittens go slowly to their lesson? Can you draw them sitting in a row in front of their mother?

S. 2. Show what the mother cat does when she says: "Attention, class!" What color are the little noses? Show how the kittens sniff the air. What kinds of perfume do you like to smell? What odors would the kittens like?

S. 3. Do cats need plenty of water to drink? Show how the kittens meowed.

S. 4. What else do cats and kittens eat? Can you purr like a kitty?

S. 5. How should cats and kittens be handled? Write a little story in which a kitten tells how it is treated and what it thinks of its mistress and its home.

S. 6. How does the cat's paw feel when the claws are hidden? Why are the claws so sharp?

S. 7. Do you think the kittens ever would need to use their claws? Why did their mother believe they would?

S. 8. When would the kittens need to spiss? Show how they hung their heads. Can you say spiss?

S. 9. What happened when the mother said: "Then go and play"? Do human mothers ever talk this way about their children?

Write a little story of your own about "A School for Kittens," telling some other things that they are taught. Learn to recite this poem.

Little children always like "Pussy's Class," even when it is read without comment. Very few of them, however, are sufficiently imaginative to appreciate it fully without help. Their dim images of the mother cat and her class need to be vivified; and this can be accomplished only by making them think more minutely about cat and kittens. Such thinking, it is hardly necessary to say, will not only lead to a better understanding and appreciation of this poem, but will prove an efficient means of developing thought-power.



SEEING INTO A DARK PLACE.

[For the Primary Class.]

A little girl had to take the door key of her home with her. She carried it to school in her book. Is that the way you would carry a key?

When she reached the schoolroom and went to open the door the key slipped out of the book, dropped through a seam in the platform in front of the door and disappeared from sight.

She was crying when she came to the teacher to tell her of the loss of the key. The teacher comforted her and promised to assist in trying to find it.

When the time came for the nature-study lesson, the teacher told the children about the girl's misfortune and asked them what should be done.

(Before reading further stop to think what you would have proposed.)

The girl knew the spot where the key had fallen. She described the size and shape of the key. Its shape was drawn on the blackboard.

One said: "Whoever has the smallest arm might try to reach down between the platform and the wall." There were reasons why that plan could not be carried out.

Another said: "Try to work it out with the

stove-poker." Again there were reasons why it could not be got with the poker.

Then a boy spoke up and said: "I know you can get it. Tie a magnet to a string and let it down the crack to the key and the magnet will pull it up."

Do you know what a magnet is? Have you ever lifted articles with a magnet? Will it lift needles, finger-rings, pins, buttons, keys, coppers, knives, spoons?

The last plan seemed a good one, but there was no magnet at the school. One pupil said that he had got a magnet for a Christmas present, but it was at home, and besides he was sure that it was too thick to pass between the boards of the platform.

Then someone proposed that the key might be reached with a piece of wire two or three feet long; and there happened to be wire at hand.

Do you need to be told how the end of the wire was prepared for its work? Make a drawing of what it probably looked like.

The boy who was selected to use the wire placed his eye near the seam to find the key; it was so dark under the platform that he could not see it.

One who was anxious to have the magnet tried offered to whittle an opening large enough to admit the magnet.

The teacher pointed out that if light could be got into the place it would probably be easy to see the key and hook it with the wire. The sun is shining; its rays are falling over the platform. Is there any way that they can be bent down beneath the boards?

Several of the older ones knew how to turn the sun's rays into holes and corners. A bright, tin drinking cup was brought and before long the girl was gladdened by the sight of the key hanging, as one said, like a little fish on the hook.

Can we see anything upon which no light is falling and returning to our eyes?

Observe a cat's eyes when she comes out of a dark room. The large pupils of its eyes can receive more of the rays of light from dim objects, hence she can see better at night than we; but she cannot see in a perfectly dark room.

Have you ever observed the sunbeams shining into a room through a small opening? The dust motes tell you the direction of the rays. Although they proceed in straight lines, they can be turned by a mirror to go straight in any other direction that one wishes.

At night after the lamp is lit make experiments with reflected light. Drop a small article, a pin, for example, in a dark corner or under the table and then use a mirror to reflect light upon it and so bring it into view.

You may find it useful sometimes to be able to reflect light into a dark place, such as a closet or cistern or well.—Canadian Teacher.

Keeping After School.

Our readers will remember reading in a recent issue, the statement of Dr. Pilgrim of the State Hospital for the Insane at Poughkeepsie, that the greatest percentage of deaths in that institution for ten years occurred between the hours of 3 and 6 p. m. The same article, which was from the Journal of Physical Culture, stated that Dr. Lombard, in his investigation of the diurnal variation of strength, found that the strength was least at 4 a. m. and at 4 p. m.

This would seem to be about the best argument we have met with against the detention of pupils at the close of school in the afternoon for any purpose whatsoever. If 4 p. m. is one of the periods of least strength, regardless of other depressing or exhausting conditions, it must be one of the poorest times of the day in which children who have just completed several hours of study and confinement can be successfully dealt with either in the way of study or instruction.—New York Education.

One helpful feature of the Children's Welfare movement is that there are noble and skilful lawyers in large cities who will give their services to see that children are protected in all their rights.

Jocose Pedagogy.—(XII.)

BY MARY A. STILLMAN.

THE BEAVER.



I am not trying to deceive.
I really hope that you'll believe
What I am going to tell.
A fashionable man, 'tis said,
Will wear a beaver on his head
To make himself look "swell."
So now, kind friends, farewell!



PRACTICAL POINTS IN TEACHING.

BY L. R. TRAVER,
Seattle.



HERE are a number of little things which form a necessary part of the school training, and which are a part of every teacher's work. It is a good plan to make a list of these points and place special emphasis upon them during the first part of the year, because the observance of the little things makes the school machinery work more smoothly. And then all this is so helpful to the teacher herself, for who would not try to improve one's self a little each year? Surely the organization of the school is one of the essentials of teaching.

Punctuality.—Pupils should be on time. If the teacher mentions the matter in a pleasant manner, and follows it up by presenting some interesting exercise in the morning, the majority of pupils will be prompt. In the exceptional case, it may be necessary to make an appeal to the pupil privately, or to call upon the parents. Merely have the children know that the teacher is quite positive in the matter.

Care of the School Property.—Pupils should not destroy or damage the school property. I have known a teacher to win all the pupils by inviting each one to help watch to see that no one shall damage the property in any way. The boys may be told that they may do anything short of

permanent injury to the person who is caught marking, cutting, or otherwise injuring the school property.

Use of Paper and Materials.—It is a good plan to explain that no paper is to be torn or crumpled, but is to be folded and dropped in the waste basket or box. The teacher should take time to show the pupils how to arrange the work on the paper so as to use all the space. Figures and writing should be small and neat. Books should always be put away in order. The seats should be raised by the pupils before leaving the room, to assist the janitor.

Making the Room Cheerful.—Something can be done by teacher and pupils to improve the most dismal room in the state. The stove may be polished, windows washed, the desks washed and varnished; in fact, it is merely a matter of organizing the pupils into a body of helpers, and the thing is done.

Teaching Pupils How to Study.—Here is where the teacher can help most of all. Do not be too anxious to get long lessons learned at first; take short lessons and discuss them fully so that pupils enjoy the work. Too much cannot be digested.

Most lessons are too long during the fall months. Pupils need to review so much of last year's work that all lessons should be very short. The teacher should study many of the lessons with the pupils. It will be found that the primary grades do not know how to study at all. Time must be given to them. It is not the amount which pupils learn that counts, but it is the method they use and the power they gain which is most important. Try to have pupils understand everything they learn.

The Mechanical Condition.—The pupils must have three things to do their best work—pure air, good light, and the proper temperature. See that the light does not come from the front of the room. There should be a thermometer in the room, and window boards should be placed in the windows. All this should be done now. The teacher is probably the only one who will do this, so it is just as well to plan to make the pupils comfortable. Try to fit the pupils to the desks as far as it can be done. If there are adjustable desks in the room, don't fail to use them.

[Continued on page 32.]

FABLES IN SILHOUETTE.—(XI.)

BY ELIZABETH LOFTIN,
Nashville.

THE ANT AND THE GRASSHOPPER.



On a warm summer day an ant was busy in the field getting his winter supply of food. A grasshopper came up.

"Why are you working so hard this pretty day when everything is so plentiful?"

"Oh, I am getting my barns filled for winter."

The grasshopper laughed at the foolishness of the ant, for so many others were taking their ease. The ant said nothing more.

When winter came, and the ground was hard, the grasshopper was nearly dead for want of food. He came to the ant's house.

"Please do, Friend Ant, I am so hungry I am nearly dead, give me some food!"

"What did you do during the summer?" said the ant.

"I had plenty then; therefore I enjoyed myself in the nice warm sun with the others of my kind."

"Did you not put up anything then?"

"Why, no; I had plenty."

"So did I," said the ant, "but I live as the busy bee—in summer I am busy getting my stores for winter."

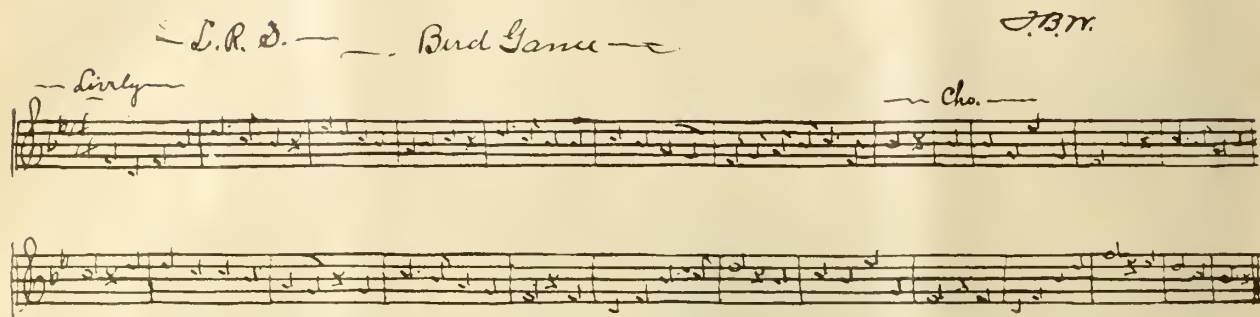
"Profit by this mistake of yours, Friend Grasshopper. Here is food for you. Had you worked instead of laughing at me you would not be in need."

Until this very day the grasshopper is in want, and dies in winter rather than work in summer.

GAMES INDOORS AND OUT OF DOORS.—(II.)

BY LAURA ROUNTREE SMITH.

GAME OF THE BIRD FANCIER.



[The children choose the bird fancier, and they stand in two rows facing each other. The bird fancier walks between the lines and sings.]

I will choose two birds to-day,
Do not let them fly away,
Finest birds are they, I think,
Robin and the Bob-o-link!

[He points to two birds, one in each line, as he sings "Robin and the Bob-o-link!" These two birds try to change places, and if the bird fancier can tag them or get into either of their places he becomes a bird, and

one is left to take his place. If he cannot get into a place or tag either bird he must sing again and name two other children as birds. He sings the same verse every time. Each time after the bird fancier sings the rest face toward the right, raise and lower arms and sing the chorus.]

Away, away, away, now all the birds will fly,
Away, away, away, to catch us you must try,
Away, away, away, up in the tree tops high,
Away, away, away, away, we fly!

PRACTICAL POINTS IN TEACHING.

[Continued from page 31.]

Keeping Pleasant.—Let this be a pleasant year for the teacher, but she must make it so. Don't begin to allow yourself to speak sharply when pupils have failed to prepare. Don't fail to smile most of the day. Don't be afraid to let the pupils laugh. Be just as pleasant with the whole room as you would be with a dear friend whom you were trying to please. It will surprise you how pleasant the days will seem. No one suffers so much from the bitter things said by a cross teacher as she herself. A day of peevishness hurts. Don't allow your nerves to become tense. Relax just as often as you can. Try to think of the good pupils you have, of the things you enjoy, of the blessings you have, and there will be no time to worry over things that one should never think about.

Recesses.—The teacher should be prompt in the matter of holding the recess. Don't form the habit of having long recesses; the teacher's time belongs to the work of the school. The pupils should leave the room quietly. Running out of the room pell mell, shouting and crowding, should not be tolerated. The teacher should try to have pupils act just as orderly in a rural school as though she were teaching in one of the best city schools. Some day she may wish to work in the city. Who knows? And the rural pupils need the training just as badly as the city boys and girls.

Plan the Work.—Each teacher should make a special study of some subject each year. It is a very grave error to allow one's self to drift along

without aim, experimenting upon the pupils, doing extemporaneous work, and trusting that the results will be good. Suppose the teacher wishes to make a success of teaching arithmetic. The year's work must be studied very seriously. (1) Make a list of all the topics to be taught this year; (2) examine the text to see what materials and exercises are given by the author; (3) do not be satisfied with doing the work in the same old way, but be sure the method used is a good one and that the pupils will understand it. Try to study each new topic for several days previous to its presentation, talk with other teachers, study hard, and the teacher will do excellent work unless she lacks all the essential qualifications of the real teacher. Every teacher should have determined by this time just where she will make herself stronger this year than she was last year.

Training in Character.—After the teacher has gained control of the room, some attention should be given to little points in the pupils' disposition and character. Neatness, accuracy, honesty, kindness, politeness, cleanliness, industry, pleasant speaking, are essentials which must not be neglected. Some serious talks at the right time with apt illustrations will do much to mould public opinion in the room. Read a story and let the story do its own work. The teacher should not preach or moralize, but try to assist pupils in every way to be really good, to do what makes good school citizens. Encourage the weak, restrain the willful, commend effort, suppress the vicious, and help every one. The pupils must receive moral training as well as mental if they are to succeed.—Oregon Teachers Monthly.

FRIDAY AFTERNOONS.

Baby Corn.

A HAPPY mother stalk of corn
 Held close a baby ear,
 And whispered: "Cuddle up to me,
 I'll keep you warm, my dear.
 I'll give you petticoats of green,
 With many a tuck and fold
 To let out daily as you grow,
 For you will soon be old."

A funny little baby that,
 For, though it had no eye,
 It had a hundred mouths; 'twas well
 It did not want to cry.
 The mother put in each small mouth
 A hollow thread of silk,
 Through which the sun and rain and air
 Provided baby's milk.

The petticoats were gathered close
 Where all the threadlets hung,
 And still as summer days went on,
 To mother stalk it clung.
 And all the time it grew and grew—
 Each kernel drank the milk
 By day, by night, in shade, in sun,
 From its own thread of silk.

And each grew strong and full and round,
 And each was shining white;
 The gores and seams were all let out,
 The green skirts fitted tight,
 The ear stood straight and large and tall,
 And when it saw the sun,
 Held up its emerald satin gown
 To say: "Your work is done."

"You're large enough," said Mother Stalk,
 "And now there's no more room
 For you to grow." She tied the threads
 Into a soft brown plume—
 It floated out upon the breeze
 To greet the dewy morn,
 And then the baby said: "Now I'm
 A full grown ear of corn."
 —Reprinted from the Independent.

When Mother Was a Little Girl.

When mother was a little girl
 (Or so they say to me),
 She never used to romp and run,
 Nor shout and scream with noisy fun,
 Nor climb an apple-tree.
 She always kept her hair in curl.—
 When mother was a little girl.

When mother was a little girl,
 (It seems to her, you see),
 She never used to tumble down,
 Nor break her doll, nor tear her gown,
 Nor drink her papa's tea.
 She learned to knit, "plain," "seam," and "purl"—
 When mother was a little girl.

But grandma says,—it must be true,—
 "How fast the seasons o'er us whirl!
 Your mother, dear, was just like you
 When she was grandma's little girl!"
 —Grace F. Coolidge, in the Watchman.

Little Only—Lonely.

IT'S nice to be the Only One,
 Your mother loves you so.
 When people want to borrow you
 She hates to have you go;
 But when she goes away herself
 Or ladies come to call,
 It's lonesome in the garden,
 And it's lonesome in the hall,
 And then you want Another One
 To laugh at you and say:
 "Little Only, little Lonely,
 Never mind! ' Let's play!"

It's nice to be the Only One
 When father's home at night,
 But it's lonesome in the nursery
 When he takes away the light.
 You think how cozy Two would be—
 Another little bed
 And another little pillow
 And another little head;
 You shut your eyes and think and think
 Until it's almost true:
 "Little Only, little Lonely,
 Here's a twin for you!"

—Margaret Lee Ashley, in Woman's Home Companion.

"I Don't Care."

GIRLS and boys, I wish to tell you of a foe you
 entertain,
 I have seen him with you often, and the fact
 has caused me pain,
 For he only seeks the ruin of your lives so
 young and fair—
 He's a foe, cool, sly, and cunning, and his name
 is "I don't care."

Have you ever thought, dear children, that "I
 don't care" is a thief,
 Taking from you time and order, candor,
 friends, and all save grief?
 Don't you notice the bold falsehoods that he
 daily tells to you,
 And that make you say: "I don't care," when at
 heart you really do?

He at first will only cause you to forget your-
 self, and dare
 To answer parents, friends, and strangers with
 the rude words, "I don't care."
 But be warned! He'll plant within you the true
 spirit of his name;
 Then he'll disappear like magic, leaving you to
 bear the shame.

Break the habit, children, break it. Do not
 use the common phrase,
 Smaller things than this have started many a
 life in reckless ways.
 Guard your words, your thoughts, your actions;
 to yourselves be true and dare
 Not let the good of life slip by you with a reck-
 less "I don't care."

—Selected.

There are as many pleasant things,
 As many pleasant tones,
 For those who dwell by cottage hearths
 As those who sit on thrones.

—Phoebe Cary.

The Whiner.

LONG years ago I knew a girl, who was very fair of face.

She sang and danced, and played and laughed all day about the place.

And everybody loved her—this little girl I knew,

And called her for her merry ways, their little Betty Lou.

But one day things began to change, the little girl so gay
Forgot her cunning, merry ways—forgot just how to play.

She had a fretful crying spell—she did not try to sing,
But cried and cried—and cried and cried for every single thing.

And soon, oh, doleful to relate, she took another turn.
She would not sew, or pick up chips, or sweep or dust or churn.

She whined all day, and cried all night because she felt so bad,

Until the folks who'd loved her so were very, very sad.

She tried their patience sorely, this tiresome little maid,
Until at last her mother dear decided she would trade
The selfish child who would not mind, whose tears kept up a fog,

For a tiny, curly-haired, good-tempered little dog.

The trade was made and Betty Lou was sent away from town,

Where she could cry just all she liked, and fret and whine and frown.

And in her place the little dog spent all his time in play,
And yelped with glee and barked with joy the blessed, livelong day.

'Twas very well till night came on, and Betty fell asleep.
She dreamed she was a little dog whom nobody would keep.

Because she yapped, and snarled and whined—a beastly tempered cur,

Until no one in all the world could care a straw for her.

She waked up in a panic then. "Oh, take me home!" she cried.

"It does not matter how I go—I'd sooner walk than ride!

I'm sorry that I whined so much—I'm sorry I was bad.
I want to see my mother dear—I know I've made her sad!"

They took her home—Miss Betty Lou—and put her in her bed.

And after that she minded every word her mother said.

They say she was a different girl—no matter what pain,

She never quarreled, never cried, and never whined again.

—Helen Tompkins, in Christian Observer.

The Troubles We Have.

THE birds, when they get up at dawn,
Give their feathers a jolly good shake;
The cat, with a stretch and a yawn,
Runs outdoors, for she's quite wide awake.

But we have to wash and then dress,
Brush our hair and our teeth and the rest;
While all nature's other live things
Wake up, in the morning, all dressed.

—Isabel Lyndall, in St. Nicholas.

In every orchard autumn stands
With apples in his glowing hands.

—Alexander Smith.

September days are here

With summer's best of weather
And autumn's best of cheer.

—Mrs. Helen Hunt Jackson.

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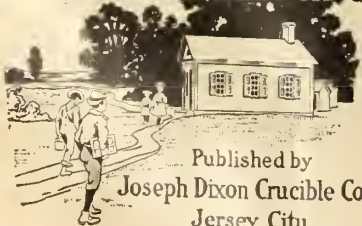
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The DIXON COMPANY, being firm believers in the "diffusion of education," have a new pencil called "EDUCATOR," Trade Number No. 480. It has a large diameter of wood, but the regular sized lead, and is the latest thing in the pencil line. Ask the stationer about them who supplies you with pencils, or if you wish we will mail you a sample on receipt of 5 cents in stamps.

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BOOK TABLE.

EDUCATIONAL VALUES. By William Chandler Bagley, University of Illinois. New York: The Macmillan Company. Cloth. Price, \$1.10, net.

Mr. Bagley as student, teacher, educational lecturer, and author has developed and maintained a personality in research, in interpretation of observation, experience and opinion, and in the expression of his thought, that makes him one of the vital factors in educational progress. He has at command beyond almost any other speaker or writer apparently everything that has been said upon the subject in hand; he does his own thinking upon what others have said; he weighs each observation, experience, and opinion, independently, having formed no habit of accepting or rejecting anything intuitively, and he has evolved a vocabulary and phraseology that add materially to the fascination and efficiency of his treatment of a subject. All these characteristics of the genius and the master contribute to the value of his latest book, "Educational Values."

THE RIVERSIDE READERS—FIRST READER. By James H. Sherman, Superintendent, Baltimore.

When the first time the book was read by Sherman, Abbie Farwell Brown, and Augusta Stevenson. Every opening in the book is attractive because of the illustrations, all of which are in tints, and all are original conceptions of artistic illumination of the stories. Every sentence is good literature from the standpoint of the critic, and charming from the point of view of the child. Four masters in the art have made a masterpiece for little readers.

ART SONG CYCLES—BOOKS ONE AND TWO. By W. Otto Miessner, Connersville, Indiana, and Florence C. Fox, Boston, New York, Chicago: Silver, Burdett & Co. Paper. (8x10.) Book One, 56 pp., price, 25 cents; Book Two, 56 pp., price, 25 cents.

This is a new, attractive group of songs in which music and imagination help each other skilfully and artistically. "Art Song Cycles" express for the child the delicate fancies and the quaint "make-believes" which are the chief joy of his young life. At the same time they teach him melodies of exquisite beauty which reveal to him the power of music to picture a mood and to express the joy of nature. Some of

us who are grown up have forgotten that "fuzzy, wuzzy bumblebees" are big, bold robbers; that the fireflies are lantern bearers to the fairies, and that it is the mission of Granddaddy Longlegs to point the way the cows have gone, but children know these things, and many more just as wonderful. It is his sympathy with the ideas of childhood and his conviction that school children need music of an artistic character that has led Mr. Miessner to write these songs.

In Book One are the Cycle of the Senses: Touching, Seeing, Tasting, Hearing, Smelling.

Also the Cycle of Insects: Mr. Bumble Bee, Honey Bee, Katydid, Brownie Firefly, Granddaddy Longlegs.

Also the Cycle of Foreign Lands: Germany, Greenland, China, Japan, Scotland, Holland.

Book Two contains Cycle of Birds, Cycle of Flowers, Cycle of Seeds.

CARPENTER'S HOW THE WORLD IS HOUSED. By Frank George Carpenter, author of Carpenter's Geographical Readers. New York, Cincinnati, Chicago: American Book Company. Cloth. 12mo. 352 pp., with illustrations. Price, 60 cents.

Mr. Carpenter's studies of the various countries of the world are more read than those of any other writer. This is due to what he elects to say and the way that he says it. This is his third volume of the series of Readers on Commerce and Industry. He takes the children all over the globe to learn for themselves where the materials in their houses come from and how they are prepared for use. They also study the houses of other countries, and in their travels learn to know the principal trade routes and the world of commerce. The evolution of the house is first shown, from the den of the cave man to the modern steel structure. The pupils travel among the tent dwellers, and visit the people who live in huts and those who have houses of grass, cane, and leaves. They peep into the old houses of Asia and Africa, and see something of those of Europe and the other continents. They have also a glance at buildings of the past before taking up the study of the sources and manufacture of building materials—including all kinds of wood, stone and metals. Other travels are devoted to glass, paper, paint, and to the heating, lighting, and water supply. Furniture, rugs, carpets and other fittings of the house are also taken up, as well as methods of building, hotel life, the wonders of our factories, etc. The numerous illustrations from photographs, many of them of unusual scenes, add much to the helpfulness and attractiveness of this live book for live, wide-awake boys and girls.

CHILDREN'S CLASSICS IN DRAMATIC FORM—BOOK ONE. By Augusta Stevenson, formerly of the Indianapolis schools. Illustrated by Clara E. Atwood. Boston, New York, Chicago: Houghton Mifflin Company. Price, 30 cents.

Dramatization is one of the best features of the modernized school. Indeed, no other phase of the new work signifies quite so much by way of magnifying the individuality of

the children as dramatization. No other form of reading so quickly and completely eliminates the foreign dialect, and every mannerism so natural to the teaching of reading without effective dramatization. Children are dramatic by nature. They lose themselves in whatever they tell, and if they do not dramatize what they read it is because they are repressed. This book is one of the best, if not literally the best, of all the books on dramatizing. There are twenty-four selections, each a classic turned into dramatic form. They are for the most part adaptations of favorite tales from folklore of many countries, from historical tradition, and from standard literature.

THE ELEANOR SMITH MUSIC PRIMER. By Eleanor Smith. New York, Cincinnati, and Chicago: American Book Company. Cloth. 126 songs.

This is an exquisite Music Primer, with 126 songs, every one of which will be used by any teacher and sung intelligently and ardently by the children. The songs are varied in origin and character, childlike in spirit, and simple in structure. The tastes of all, rather than the tastes of a few children, have been considered, and all the songs are expressive of the natural activities and interests of childhood.

The first sixty-two songs are for rote singing and practice, and are to be learned by imitation. They are songs that children will sing readily and rapturously. Such a group of sixty-two songs for the first singing of children is of itself an unusual achievement. Either the words or the music in nearly every case is either written for this Primer or adapted to little people. Several of them are folk songs, while others are written by Jessie Gaynor, Arthur Edward Johnstone, Carl Reinecke, Eleanor Smith, and other men and women with high skill and art in this work.

Then follow thirty-six songs for the study of melodic form. The rote singing gives way to intellectual activity along rhythmic lines in such songs as "Johnny-Jump-Up," "Jacky Was a Farmer Boy," "At the Zoo," "Sky Ships," "A Birdling I Would Like to Be," "Diddledee Dumpty," "Ring a Ting," "Grasshopper's House," and "In the Hammock."

The last fifty songs are for sight singing practice. The music is easily read because the songs have been anticipated in the study of melodic form. Notwithstanding the exceeding simplicity of the songs they have distinct individuality and attractive melody.

Primer though it is, it is prepared with as much skill as though it was for the use of music masters. The songs have the characteristics of folk stories, and will be treasured in mature life as we treasure the fables and folk stories of other lands. There are many German, French, English, Scandinavian, and Slavie melodies.

THE LAWRENCE READER AND SPEAKER. A compilation of Masterpieces in Poetry and Prose. By Edwin Gordon Lawrence. Chicago: A. C. McClurg & Co.

Cloth. 350 pp. Price, \$1.50 net.

Here are ninety as noble selections as we have seen brought together in the same space. This is an improvement on the famous American "First Class Book" and its companions of half a century ago. Here are three hundred and fifty pages in which practically every sentence thrills with noble inspiration. Here is a book that should be read aloud by every boy, especially in America. Here are ninety bits of literature some one of which should be read to the school by some pupil until all have been heard.

DICTATION DAY BY DAY. A Modern Speller, Sixth Year. By Kate Van Wagenen. New York: The Macmillan Company. Cloth. Price, 20 cents net.

Miss Van Wagenen, principal of Public School No. 2, of New York city, has prepared a valuable speller on radically new lines. The New York teachers have of late been doing some exceptionally vitalizing work in their schools, and many of them are putting their methods and devices into book form. In this book the author aims to help the ordinary child in the least time with the least effort. Simplicity, directness, and repetition in writing words in good sentences characterize the method employed.

BUDDIE: THE STORY OF A BOY.

By Anna Chapin Ray, author of "The Teddy Books," "The Sidney Books," etc. Illustrations by Harriet Roosevelt Richards. Boston: Little, Brown & Co. Price, \$1.50. Anna Chapin Ray has made an enviable reputation in the five books of the Teddy Series and the five in the Sidney Series. This first book in the "Stories for Girls" series is on the same level as her other series. Buddie is a genuine, warm-hearted, somewhat mischievous boy, who being temporarily separated from his father, takes up a new home with his Aunt Julia in a town in the southern part of New England. Both boys and girls will like "Buddie" and his dog Ebenezer, Theresa, the girl next door, her brother Sandy, and the other boys and girls of the book.

FAVORITES FROM FAIRYLAND.

For the Third Grade. Introduction by Ada Van Stone Harris. Illustrated by Peter Newell. New York: Harper & Bros. Cloth.

The special feature of "Favorites from Fairyland" is that they are selected by experts. Here are six world-famed stories selected by men and women who name the story that made the greatest impression upon them in their childhood. "Little Snowdrop" was the choice of Howard Pyle; "Cinderella," by the children of the late Grover Cleveland; "The Ugly Duckling," by Jane Addams; "Jack and the Beanstalk," by Hamilton W. Mabie; "Beauty and the Beast," by Julia Ward Howe, and "The Sleeping Beauty," by Henry van Dyke.

WHAT AMERICAN CITIES ARE DOING FOR THE HEALTH OF SCHOOL CHILDREN. Prepared and published by Sage Foundation, Metropolitan Tower, New York City. Paper. Price, 25 cents.

This is of inestimable value to all

school people, since it gives for the first time all information regarding what is being done by way of medical inspection, school nurses, care of teeth, etc.

SIMPLE PROBLEMS IN INDUSTRIAL ARITHMETIC FOR GRAMMAR GRADES. By Brenelle Hunt. 6 Beacon street, Boston: New England Publishing Company. Paper. Illustrated. Price, 25 cents single copy; postpaid, 30 cents.

Here is an entirely new aid in the teaching of sensible, useful arithmetic. It is the most attractive and satisfactory book of school problems that has been issued, and will set the pace for a new class of problems in all arithmetics. Nowhere else can such practical problems of this class be found for school use, and no other problems are so universally valuable as these. Every problem is an education in itself. Every problem requires initiative on the part of the pupil; requires close attention to every detail; makes close, accurate thinking absolutely necessary. The illustrations make it easy for any child to work out every problem, and the solution of these problems makes every pupil a better thinker, gives a clear view of number work, and makes him a master of himself in solving any problem.

GERARD, OUR LITTLE BELGIAN COUSIN. By Blanche McManus. Boston: L. C. Page & Co. Cloth. 12mo. Illustrated. 106 pp. Price, 60 cents.

Page's "Little Cousin Series" has grown to large proportions already, and seems likely to be still further enlarged. It is for primary grades, and to acquaint the little people with the habits of the boys and girls of other countries,—Norway, China, Arabia, Brazil, and many others. This new volume gives a very pretty and reliable sketch of child life in Belgium, and is illustrated by the author herself. It is just such a book as will fascinate the children who have it read to them, or who are able to read it for themselves.

Making Good.

If we should make a new dictionary to-day, we would have to put in it the verb "to make good," which ten years ago was scarcely known. We should describe it as meaning to live up to our promises of the hopes of our friends, to prove ourselves, to bring things to pass—in a word, to be true to what seems to be in us. We must then put beside our definition certain clippings from the daily papers telling how in such and such a year this governor or mayor or railroad president made good or did not make good.

Certainly it is interesting to notice how widely this new word has come into use, and how closely it expresses something that we all vaguely feel but could not express before. In olden days, if a father sent his son out into the world, he said some such word to him as this: "We expect you to make a success, John," or, "We look for you to be a great man, John." But now a father

is much more apt to use simpler speech and just say: "John, we expect you to make good." If success and greatness should come, all very well; but the main thing is to make good.—St. Nicholas.

An Accidental Discovery.

Blotting-paper was discovered purely by accident. Some ordinary paper was being made one day at a mill in Berkshire, England, when a careless workman forgot to put in the sizing material. The whole of the paper made was regarded as being useless. The proprietor of the mill desired to write a note shortly afterwards, and he took a piece of waste paper, thinking it was good enough for the purpose. To his intense annoyance, the ink spread all over the paper. Suddenly there flashed over his mind the thought that this paper would do instead of sand for drying ink, and he at once advertised his waste paper as "blotting." There was such a big demand that the mill ceased to make ordinary paper, and was soon occupied in making blotting-paper only, the use of which soon spread to all countries.—The Christian Herald.



Willie's Choice.

When the small boy of the family needed a new pair of trousers, mother thought it would be nice to let him choose the kind he wanted. So when they got to the clothier's, she said to him: "Now, Willie, you may choose from these pants on the counter any pair you like."

"See! here's my choice, ma," said Willie. "See the card?"

It read: "These pants can't be beaten."—Exchange.

A Wonderful Achievement.

Webster's New International Dictionary, G. & C. Merriam Company, Springfield, Mass., is the most wonderful single book that has been made. It not only has the most material, the clearest type, the best paper, and the finest illustrations of any very large book, but it represents the most of scholarly effort, the latest information, and the greatest number of subjects of any book in the world. It is distinctly progressive. It has the latest and newest information that one could desire.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received not later than the fifteenth of the month.

MEETINGS TO BE HELD.

September 28-October 1: Kirksville, Mo., Missouri Rural Life Conference; John R. Kirk, president.

October 6: Massachusetts Superintendents' Association, Worcester.

October 19-21: Vermont State Association, Montpelier; president, Superintendent E. M. Roscoe, Springfield.

October 20: New Hampshire State Association, Concord; president, Superintendent H. L. Moore, Wolfboro.

October 25, 26, 27: Maine State Teachers' Association, Augusta; president, Superintendent D. H. Perkins, Skowhegan.

October 27: Connecticut State Teachers' Association, Hartford and New Haven; secretary, S. P. Willard, Colchester.

November 1, 2, 3: Meeting of the North Dakota Educational Association at Fargo; president, N. C. Macdonald, Valley City; secretary, C. R. Travis, Mayville.

November 9, 10: Kansas State Teachers' Association, Topeka.

November 9-11: Missouri State Association, Hannibal; president, J. W. Withers, Teachers College, St. Louis.

November 9-12: Iowa State Teachers' Association, Des Moines. Iowa. President, Fred Mahannah, Mason City; secretary, O. E. Smith, Indianola.

November 27, 28, 29: New York State Teachers' Association, Albany; George P. Bristol, president.

NEW ENGLAND STATES.

MAINE.

The figures for the distribution of state school funds show that the total funds amount to \$1,481,350, derived from half of the taxes on banks, which amount is set aside for the purpose, and the rest from a tax of fifteen cents on each \$100 of valuation in the state. This latter tax is the means of reaching the wild lands in unorganized townships, which would otherwise escape such tax. There is an equalization fund for the benefit of the poorer towns which are unable to maintain the state required minimum of schooling. These sums do not include those state funds devoted to assistance in maintenance of high schools and academies and in aid of the employment of expert school superintendents.

PORTLAND. The resolutions passed by the school superintendents of Maine at their annual conference were especially good on the subject of manual, industrial, and vocational teaching in the schools of the state. In part, the resolutions were as follows:—

"We believe that the rural and

graded elementary schools are the fundamental part of our school system and as such demand an increasingly liberal support from the town, city and state. We believe that provisions should be made and encouraged in our high schools to prepare teachers especially for rural school work and we urge this in view of the fact that the normal schools at the present time are unable to supply even a small percentage of the teachers needed for this class of schools.

"We believe in and earnestly advocate the early passage of a state law for the uniform certification of all teachers. We believe in and urge the adoption of the universal record cards, transfer cards and some permanent individual medical examination record card so far as the same may be practicable for the local superintendent. And finally we believe in the promotion of vocational work in our rural schools through the organization of boys' agricultural clubs or such other kindred organizations as may best serve the peculiar needs of the individual community."

VERMONT.

MONTPELIER. The State Teachers' Association which is to meet here from October 19 to 21 is to have a better program than is usually offered by a state association in New England. Booker T. Washington, William McAndrew of New York city, F. S. Luther, president of Trinity College, State Superintendent Payson Smith of Maine, and Sarah Louise Arnold among others.

BRATTLEBORO. At a special school meeting it was voted not to grant a pension to a teacher who had served over thirty-five years in the high school. The cause of Brattleboro's backwardness along this line is said to be financial.

JOHNSON. The fifth annual session of the State Normal school here this year was one of the most successful. Over fifty teachers and prospective teachers enrolled and earnest successful work was done. In a modest way this school is accomplishing much in building up the schools in the northern part of the state. It is strong in opportunity for personal work and in the facility for using the permanent equipment of the school for serious study and work rather than mere lecture. Its corps of instructors is uniformly strong.

MIDDLEBURY. The department of pedagogy at Middlebury College has issued an instructive pamphlet, which gives a record of work put in the shape of the exercises which have formed the basis of the first year in agriculture in a typical rural Vermont high school. It presents the course so simply and clearly that any teacher with the most elementary facilities can execute it successfully. The author, Harry A. Farrar, has added a bibliography covering the subject of agriculture in general and many special branches.

MASSACHUSETTS.

AMHERST. The second annual conference of rural workers was held at the Amherst Agricultural College this summer. It was a great

success, even more so than was expected. The attendance was greater than last year. The speakers were as good as there are and were all persons interested in the problem of developing the rural districts as much as possible. The section meetings were most instructive and covered almost every conceivable subject connected with the country districts.

The rural social service exhibit was a novel feature and it proved to be a valuable museum where the problems could be studied.

The Home and Garden Club held its last meeting on August 4. The speakers were Ellen E. Shaw, editor of the Garden Magazine, N. Y. H. D. Hemmenway of Northampton, Professor W. T. Beal of Michigan Agricultural College, and W. R. Hart, chairman of the Committee on District and State Exhibits of Children's Garden Products.

BOSTON. Teachers in the elementary grades of the Boston public schools will get their increase in salary at the beginning of the school year, the increase being \$48 per year, or at the rate of \$4 per month. This action was determined by the school committee at a special meeting. Mayor Fitzgerald has remitted \$67,000, which the committee would ordinarily have been obliged to pay over to the city for water consumed in the schools. Of this amount \$40,000 is available to defray the expense of the increase in the salaries of teachers receiving less than \$1,000 a year. Otherwise it would have been necessary for the teachers to wait until February 1, 1912, before receiving the money from the first ten-cent increase in the appropriation of the school committee under the recent legislation. It means, therefore, not only an immediate increase to the teachers, but a gain of \$40,000 to them, which was not provided under the teachers' increase bill, and a gain of \$67,000 to the school board as the amount will be additional to their regular allowance for school maintenance, and a loss of a similar amount to the water department. Just what schedule will be adopted February 1, 1912, when the first ten-cent increase in the school department's appropriation amounting approximately to \$136,000 will be arranged, will not be known until later, the matter having been referred by the school committee in an order passed recently to the superintendent and business agent of the school department. The bill, recently passed, provided for an increase of ten cents on each \$1,000 of the city's valuation to the appropriation for school maintenance on and after February 1, 1912, specifying that it be used for increasing teachers' salaries; another increase of twenty cents on February 1, 1913, and one of twenty-five cents on February 1, 1914, all to be used for increasing teachers' salaries.

Of this amount the school committee has agreed to increase in 1912 and 1913 the salaries of only the elementary teachers receiving less than \$1,000 a year and in 1914 the salaries of all teachers in the school department's employ.

The second group of late afternoon and Saturday extension courses to be given at Boston University in the winter of 1911-1912 is made up of four courses in natural sciences of-

ferred under what is known as the Teachers' School of Science. These courses are given at the Boston Society of Natural History on Berkeley street and are as follows: A course in petrology for the second year class in geology, a course in historical geology for the fourth year class in geology, a course in physical geography, and a course in physiological botany adapted to the needs of the teachers in the public schools.

FITCHBURG. Superintendent J. G. Edgerly has had his thirty-seventh annual election, and as usual it was unanimous. No other New England city has approached this record and few in the country have surpassed it.

HYDE PARK. The latest report of Superintendent Brittain is being used by the Bureau of Municipal Research of New York city as a good type of report.

HARDWICK. W. B. Alexander of Everett has been elected to succeed B. Clifton Williams as principal of the high school here.

MILFORD. George H. Derry of Portland has been elected principal of the high school here to succeed Edward R. Clark, resigned.

MONTAGUE. The trustees of the Montague Agricultural school have finally come to the conclusion that it will be necessary to close this school, which was started in 1908. During the next year it was intended to alter the course, making it distinctly a vocational one to prepare those who wished to take up agricultural pursuits, but the prospects of a large attendance were so poor that it was decided to discontinue the school. The high school at Turners Falls is alone in the field now and will probably be able to take care of the field capably.

SOUTH DEERFIELD. Myron J. Willson, formerly superintendent of the schools of Conway, Deerfield, Sunderland, and Whately districts, and for the past year superintendent of schools at Ashburnham, has been appointed superintendent of a division of schools in New York city at a salary of \$3,000.

SPRINGFIELD. The city council is considering a plan that would take up the social centre movement in this city. It is proposed to create a committee that would have charge of the playground work, the use of the public schools for public meetings, lectures, and entertainments, the swimming pools and baths, the arrangement of band concerts, and all other activities of the municipality that have to do with the recreation and amusement of the public.

WAKEFIELD. Jacob H. Carfrey has resigned his position as superintendent of the schools of Wakefield and Lynnfield. He has accepted the superintendency of the schools of Franklin and Wrentham.

WESTFIELD. Westfield is to have an industrial school for boys over fourteen years old beginning this fall.

CONNECTICUT.

NEW HAVEN. A school building is to be erected on Clinton avenue at a cost of \$104,000.

WINDSOR LOCKS. R. K. Bennett, principal of the high school here, has resigned in order to accept

a position in Danielson. He is succeeded by F. J. Bates.

HARTFORD. This city maintains school gardens, playgrounds, open-air schools, evening schools, and manual training for each and all of the districts in the city.

MIDDLE ATLANTIC STATES.

NEW YORK.

NEW YORK CITY. President A. Lawrence Lowell of Harvard University has this to say of Mayor Gaynor's plan for a paid board of education:—

"The successful conduct of the educational system of a great city depends upon its administration by permanent professional educators who are well paid and who devote their whole time, and who are not liable to removal by reason of party politics. By far the best arrangement is to have one such man at the head of the system with others to assist and advise him. These professional men ought to be under the control of a non-professional unpaid body, who do not pretend to give their whole time to the work, and whose business is to keep the professional men in touch with public opinion.

"Now the plan proposed excludes one or other of the essential elements—the professional administration of the school system or the lay control—and it may well eliminate both and make the management of the schools a football of politics. The high-salaried members of the board are very unlikely themselves to be permanent professional educators and yet, being paid high salaries, they will be expected to devote substantially their whole time to the work, and therefore cannot commit the administration of the schools to highly paid professional men. It seems to me therefore that the plan is almost certain to result in inefficiency."

PENNSYLVANIA.

PITTSBURG. Allegheny is the only county in the state with first, second, third and fourth-class school districts as designated by the school code. Pittsburg, with a population of 533,905, is the second largest district in Pennsylvania, while lower St. Clair township, with fifty-eight inhabitants, is the smallest. Under the school code each city, incorporated town, borough, or township constitutes a separate school district. The districts are arranged as follows: Five hundred thousand or more population, first class; 30,000 or more but less than 500,000 population, second class; 5,000 or more, but less than 30,000 population, third class, and less than 5,000 population, fourth class.

The South High school recently unveiled an oil painting of R. Heber Holbrook, for twelve years at the head of the school. The painting was by Mr. A. Boyan Wall of this city and one of the eminent portrait painters of the country. Mr. Edward Rynearson, supervisor of the high schools of the city, received it in the name of the city, and Dr. W. A. Clark of the Kearney, Nebraska, State Normal school, a brother-in-law of Dr. Holbrook, and a fellow worker with him for several

years at Lebanon, Ohio, made the principal address of the occasion. The portrait was presented by the teachers and students of the school and the alumni. The Holbrook family has been prominent in educational activities for three generations. The grandfather of Heber Holbrook was one of the founders, if not indeed the founder of the American Lyceum, as he was the first widely popular lecturer on natural science. The father was the founder of the long time large and inspiring institution at Lebanon, Ohio, and R. Heber Holbrook, after other important educational services rounded out his life work in twelve years of great usefulness in this school. This recognition of his educational work is professionally and personally gratifying.

PHILADELPHIA. The course at the University of Pennsylvania for backward children includes every thing that the public schools have the facilities for teaching, the idea of the university being to demonstrate to the public schools how backward children may be brought to normal, physical and mental activity. The work combines instruction in the regular school subjects with swimming, gymnastics, manual training, painting in water colors and hygiene. The girls are taught sewing and domestic science. Each child has been given a toothbrush and tooth paste and has been shown the use of these, as well as the way to bathe the face, hands and body. The children are also taught how to rest. They sleep on the university campus on steamer chairs at noon. The blood of each child has been tested and a special diet has been arranged for each boy and girl. Lunches are served by the university every day, and the preparation of breakfasts and suppers in the homes of the children is superintended by the psychological department. The work of teaching the children is being done by Miss Elizabeth Farrell of New York city, Mrs. Margaret Pfeiffer of Brooklyn and Miss Elizabeth Walsh of New York city, who are experts in ungraded class work.

The University of Pennsylvania has had the most successful year in its history. There were about twice as many courses offered this year as last.

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VIRGINIA.

The annual Rural Life week at the University of Virginia was of exceptional interest this year. The attendance was larger than ever and the speakers were men and women of national reputation. Here are some of the leaders upon the program:—

Dr. John Lee Coulter, United States department of commerce and labor, "Co-operation in Rural Communities"; Hon. B. H. Gitchell, chamber of commerce, Binghamton, N. Y., "Developing a Spirit of Co-operation in Rural Communities"; Miss Susie V. Powell, president School Improvement Association, Jackson, Miss., "A Plan of Rural School Improvement"; Professor B. H. Crocheron, principal Agricultural high schools, Sparks, Md., "Six Means of Improvement for Rural Schools"; Dr. E. A. Black, Virginia Polytechnic Institute, Blacksburg, "Relation of Insects to Public Health."

Dr. H. B. Frissell, principal Hampton Institute, Hampton, Va., "Co-operation in Rural Work in Ireland"; Dr. N. S. Mayo, Virginia Polytechnic Institute, Blacksburg, "Relation of the Diseases of Animals to Public Health"; Dr. Myron T. Scudder, headmaster Rutgers Preparatory school, New Brunswick, N. J., "The Value of Play"; Dr. J. C. Metcalf, Richmond College, "Rural Libraries."

Professor Edwin R. Jackson, U. S. Forest Service, "Forestry and the Farmer," illustrated in colors. Professor Jackson Davis, Virginia department of education, "The Negro in Country Life," illustrated.

Miss Jennie Buell, lecturer, Michigan state Grange, Ann Arbor, "What Some Women Are Doing"; Mrs. Edith Elliott Powers, Pennsdale, Pa. "How Can Rural Sections Best Promote Agriculture?"

Mrs. Marie T. Harvey, Normal school, Kirksville, Mo., "Woman's Relation to the Farm Problem"; Hon. O. B. Martin, U. S. Dept. of Agriculture, "Boys and Girls Club Work"; Mrs. F. L. Stevens, Woman's department, Progressive Farmer, West Raleigh, N. C., "Conveniences for the Farm Home—Saving Steps"; Rev. M. B. McNutt, Minister, Plainfield, Ill., "The Vitalizing of Rural Religious Forces"; Rev. Henry F. Cope, secretary of Religious Education Association, Chicago, "The Church in Relation to Community Welfare."

SOUTHERN STATES.

TEXAS.

FORT WORTH. Professor Alexander Hogg, one of the best known educators in Texas, died in Baltimore, Md., on August 10.

CENTRAL STATES.

OHIO.

CLEVELAND. An erroneous statement as to the salaries of principals in Cleveland schools appeared in these columns in the July 13 issue. There is no distinction between the salaries of men and women in any department of the Cleveland schools. Both men and women are eligible to all positions. Salaries of principals in the element-

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any schools range from \$1,000 to \$2,000, without regard to sex. Teachers in the elementary schools have asked that the minimum and maximum salaries be increased from \$500 to \$600 and from \$1,000 to \$1,100 respectively.

CINCINNATI. The city institute will be held here from September 5 to 8.

NEBRASKA.

LINCOLN. W. H. Gardiner of the State University, who succeeds O. H. Morris, deceased, as county superintendent, has already made an exceptional record. His familiarity with all phases of school work is standing him in good stead.

Boy Scout Notes.

Edward G. Jenkins, scout master of troop No. 11, Honesdale, Pa., Boy Scouts of America, is highly pleased with the work his twenty Boy Scouts have done in the last four or five months. He is leading the boys through the various scout activities, and reports that the boys are following out the scout program zealously and eagerly. Though all his boys are required to work during the summer, they make arrangements to get away in camp for a week, having earned the money for the expedition. Jenkins had local doctors teaching the boys first aid, and was helped by one who had spent years in the woods in the Northwest. "If," writes Jenkins, "I say that the boys in a short time have developed far beyond my expectations, and that I am as proud of them as any mother could be, am I not telling you enough of what my boys are doing constantly and the great interest among the people, of the inveterate cigarette smokers who have quit the habit and are fighting it every day in their hearts? I could write much. One of my boys fourteen years old printed the letter head on which I am writing this letter."

Many Boy Scout patrols have been organized in factories throughout the country. The principles of the Boy Scout activities have impressed the owners of factories to such an extent that they wish to see the Boy Scout movement started among the boys whom they employ. They appreciate the fact that the boy who must work for his own living is deprived of many educational advantages and does not have the opportunity for fun that other boys have. They realize, also, that such a boy

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often does not have uplifting surroundings.

For these reasons they feel sure that the Boy Scout movement can be a great help to the boys in their factories. Many factory owners have written to the Boy Scouts of America asking information as to the formation of the troops, and saying they wished to have organizations started. They have said that they believe the Scout movement teaches the boy to be more manly, more self-reliant, and gives him ability to think for himself. In answer to these requests, it is quite likely that when the field secretaries start in the fall, there will be many factories and help in the organization of Boy Scout control.

Boy Scouts Wireless Patrol.

The Boy Scouts of Northampton and Amherst, Mass., have taken up wireless telegraphy under the direction of their scout master, George W. Bicknell. The Northampton boys have set up a wireless station, and the boys in Amherst are making arrangements to build a wireless station in that town. Within the course of a few weeks they expect to be able to transmit messages to one another and send the Scout salute through the air.

Growth of Boy Scout Movement.

The Boy Scouts of America have tripled in the last eight months. There are now 4,500 scout masters registered with the national organization. On January 1 there were only 1,400. These facts alone show that there are three times as many troops of scouts under the direction of the leaders of the Boy Scouts of America as there were in the beginning of the year.

QUAKER SLANG.

A visitor to Philadelphia, unfamiliar with the garb of the Society of Friends, was much interested in two demure and placid Quakeresses who took seats directly behind her in the Broad Street station. After a few minutes' silence she was somewhat startled to hear a gentle voice inquire: "Sister Kate, will thee go to the counter and have a milk-punch on me?"—Lippincott's.

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Mail Pouches.

Uncle Sam has twenty-eight different kinds of mail bags in service, and they range in cost from twenty-two cents to \$2.156 each. There are mail pouches for almost every conceivable use, and you can ship almost anything that comes within the postal regulations with a minimum of loss and breakage, says Harper's Weekly. Probably the most peculiar mail bag is the one arranged for carrying bees. Sending bees by mail was a difficult operation before the "bee bag" was adopted. Usually the bees arrived at their destination dead or so exhausted that they were of little use. Now these little honey makers can be shipped by mail several thousand miles in the "bee bag" without suffering, and can obtain air and a good supply of food during their transit.

Mail bags are made of various materials. The cheapest are of cotton, and the most costly of leather. Those used on fast expresses are reinforced with metal so that they can be hung from fast-moving trains without damage. Even then these bags, or "catcher pouches," do not last much more than a year and a half, while some of the cotton bags used for the work will remain in service upward of ten years.

In parts of the West, where the mail must be carried for many miles on horseback, special pouches are in use for slinging over the animal's flanks. In the far frozen North special bags are made for sled transportation, and in the cities a bag in use for pneumatic tube service is made of a composition called "leath-eroid." The ordinary cotton mail

bags are woven so closely that they are practically waterproof, and in the weave there are thirteen stripes of blue. Each country marks its own mail pouches in some individual way, so that if one gets lost in a far country its ownership can be readily detected.

Nearly 65,000,000 mail bags are used each year by the whole country, and as they are being worn out all the time the supply has to be kept up. There are mail bag hospitals, where tens of thousands of them go every week. One such mail bag hospital repairs upward of 5,000 a day. These crippled bags are in all sorts of dilapidated conditions. A railroad wreck may injure several hundreds or thousands, and these must all go to the hospitals before entering active life again. Christmas is responsible for much damage to the mail bags, owing to the hard service they get, and immediately after the midwinter holiday season several hundred thousand bags go to the hospitals.

Mail bags are the most traveled of all articles in use to-day. They are constantly moving, and it would be impossible to estimate the number of miles a bag ten years old has traveled.

Railway Car Held For Bird.

Five conductors of freight trains in Michigan recently joined in a letter requesting the division superintendent at Saginaw to sidetrack car No. 12,270. They gave their reason.

When car No. 12,270 left the repair tracks at Muskegon, after a period of enforced inactivity, and

the "bad order" chalk-mark was removed from its side door, Night Switchman Patrick Hawkins told Conductor Stark of train No. 81 that he wished the car could have remained a little longer in the yard, for a sparrow had built a nest in the car, and had a family of little birds within.

Conductor Stark had no discretion in the matter, and cars were in demand, so the car was hauled to Fremont.

When train No. 81 arrived at Fremont the mother bird was found riding on the top of it. Sometimes flying above it, and sometimes riding upon the car, the sparrow followed to White Cloud, where the car became a part of train No. 101. But Conductor Stark told Conductor Battema about the bird; and at Big Rapids, where the car was dropped, Conductor Battema left word with the trainmen and switchmen about the sparrow.

Conductor Burritt hauled the car back to White Cloud, leaving the door open a little so that the sparrow could get in to her nest.

By the time the car returned to White Cloud half the men on the railroad knew about it, and Conductor Willoughby, who hauled the car to Baldwin in train No. 210, was on the lookout for it; and so was Conductor Hess, who brought the car to Saginaw in train No. 56. Every conductor on the line by this time knew the number of car 12,270, and a part of the freight it carried.

There was not a man in the employ of the railroad who would have hurt the mother bird or one of the little ones. Still, it was a perilous

life for the little mother and the young, for the mother never flew away for a worm with any certainty of finding her nest where she left it.

And so five railway conductors, Stark, Battema, Burritt, Willoughby, and Hess, joined in a written report concerning the car and the family it contained, and requested that the car be sidetracked until the little birds were old enough to fly.

Trainmaster Murray consulted the officials of the road, and issued an order that car No. 12,270 was not to be moved or molested until further orders. That order held good till the young birds took their flight.

"Are not two sparrows sold for a farthing? And one of them shall not fall on the ground without your Father."

Surely it is because men have in them some little of the love of the Father that they show kindness to His creatures.—Selected.

Intelligent Fire Horse.

The North Adams, Mass., fire department owns a horse which seems to be almost human. At the time when "Pat," as he is popularly known, was purchased from the West he was somewhat wild and unused to ways of fire laddies. Some of the men attempted to train him to the work, but he was unruly and fractious. William Harris, his present driver, took him in hand, and in a short time Pat was a thorough fire horse. He seemed to fall in love with his master, and was kind and content only when driven by him.

Last winter Harris was sick for about three months, during which time Pat was so lonesome that he would not eat his meals, and actually fell away in flesh. Nothing the other men could do would satisfy him.

As soon as Driver Harris recovered he returned to the stable and, as he entered, called out: "Hello! Pat." The horse looked around and showed by his actions that he recognized the voice. The meeting of two bosom friends after a long separation could not be more cordial. Now Pat's appetite has come back, and he is gaining in flesh and seems perfectly happy.—Rev. H. A. Mitchell, North Adams, Mass., in *Our Dumb Animals*.

As to Discipline.

The young teacher should learn and the older teacher remember that for every teacher that fails on account of lax discipline, there is another who fails on account of over-government. Government for the sake of government is as abhorrent to children as it is to grown persons. Some teachers assume the same attitude as the policeman who found two men talking on the street corner and ordered them to move on, as there was an ordinance prohibiting crowds gathering on the streets. One man remonstrated, saying that two did not make a crowd. "One makes a crowd, if I say so," answered the policeman. A teacher who assumes that whatever he says is law and it is law because he says it, is making a sad mistake. The best government is that which is least in evidence. When the pupils have a definite aim to do and the teacher has a definite aim in what

he does there will be no time nor occasion to "maintain order." It will maintain itself.—Missouri School Journal.

Plans.

BY MAUDE M. GRANT.

Miss Faraday sat in the bay-window, idly turning over the blue print plans of her brother's new house, while her sister-in-law eagerly explained the plans and the conveniences pertaining thereto.

Suddenly she had an idea. "Why not?" she said aloud.

"What is it?" asked her sister-in-law.

"Oh, something I just thought of for my class to do to-morrow during their occupation period."

"Oh, Anna," sighed her sister, "do you think of nothing but your school? Here I was really supposing you were beginning to take an interest in our plans."

"Well, indeed I am," answered Miss Faraday. "It was your nice, neat plans that gave me my idea."

The next day the "idea" bore fruit during the occupation period.

"We are going to make a 'picture-diagram' or a 'plan' of our school to-day," announced Miss Faraday. "We will have to observe our room carefully, note where the desk and the piano are, how many rows of seats there are, how many seats in a row, how many windows and doors, and where they are, and first of all the shape of the room, which is—?"

"Oblong," said the children.

So the teacher showed the pupils how to make a "picture-diagram" or "plan" of the schoolroom.

First, with pencil and by means of a rule, they drew an oblong (the shape of the room). Then they drew in five narrow oblongs for the five rows of seats, and crossed these oblongs with short horizontal lines to represent the nine seats in each row. The doors and windows were indicated by open spaces, the doors shown by a slanting line within the opening. The location of the desk, the piano and a table were marked by small squares, and each child marked his own individual desk with a red star.

This turned out to be a most enjoyable lesson, and it also gave material for a subject for written sentences in language, such as,

We made a picture of our schoolroom.

There are seven windows in our room.

There are four doors. One of them is the fire-escape door.

There are five rows of seats.

Each row has nine seats in it.

Five rows with nine seats in each row make forty-five seats.

We have a table in the back of our room.

It has a red cloth on it.

The sun shines in four of our windows all the afternoon.

This entire "plan" exercise proved to be not only enjoyable, but highly profitable to all the pupils, for it brought out their powers of observation, their accuracy, neatness, ability to measure (approximately), and gave them a subject for language and number work.

The work, too, did not end here,

for the pupils extended it, not only to the re-making of the plans of the schoolroom and the school ground, but also of the rooms in their own homes.—Primary Plans.

"Hiawatha" Put into Yiddish.

It was only a few years ago that people were discussing whether Yiddish could be reckoned as a separate language and when it was referred to contemptuously as a "jargon."

It is a striking proof of the advance it has made in public standing that masterpieces of other languages are now being translated into Yiddish. The latest of these is Longfellow's "Hiawatha." The translation has been made by a master of the tongue known to all interested in Yiddish literature as "Jehoash," who, however, pays his bills under the name of S. Bloomgarden. The translation is quite literal, and he even imitates the lilt of the original, which, as is well known, was imitated from the meter of the Finnish Kalevala.

Mr. Bloomgarden has retained the old Indian names, like Mudjekeewis and the like, which give such a local color to this Indian epic. The result is one of the curiosities of literature, since we have here traces of Finnish, North American, English, German, Hebrew, and Polish, all put in poetic form.—The American Hebrew.

The Highway of Education.

The educational road, it is hoped, will be a trunk line, which all the children will be obliged to travel until they have the elementary instruments of knowledge and are within the possibilities of a self-sustaining vocation; from that point it will separate into several branches to which the state attaches equal importance and concerning which it affords to every one his own free choice. One of these branches will lead to the literary, another to the commercial, and another to the industrial high school. These branches will in time lead respectively into the colleges and the professional schools, into business, and into craftsmanship, and about all of the branch lines and all of the stations the state has concern.—Andrew S. Draper.

Patsy—Say, Chimmie, who was Robinson Crusoe?"

Chimmie—"He was de duck wot got a long term on de island."—St. Paul Dispatch.

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A. E. WINSHIP, Editor.

GATEWAY OF THE SAN JOAQUIN.

BY A. E. WINSHIP, EDITOR.

Stockton, the gateway of the San Joaquin valley, is a city of remarkable achievements and unsurpassed possibilities.

San Joaquin county, of which Stockton is the social, commercial, and financial centre, commands the railway approach to San Francisco

States census, led all other counties west of the Missouri river in wheat, barley, rye, and potatoes, and in the acre yield of beans, onions, grapes, cherries, and olives. In ten years intensified farming has eliminated wheat and rye as important crops, and the county ships East by the



REAR VIEW OF STEAM PLOW CUTTING THIRTY-TWO FURROWS AT A TIME, STOCKTON.

bay and the vast Pacific traffic, but it also controls the tidal terminus to the great agricultural plain of the famous San Joaquin valley.

In San Joaquin county 870,000 acres are assessed as farm lands, and intensified farming has brought the yield of 60,000 acres ahead of the yield of the entire 870,000 ten years earlier. This suggests merely what is on the way.

San Joaquin has more miles of navigable water than any other equal agricultural area in America. It also has more facilities for railroad transportation. There are in the county 400 miles of navigable streams with 800 miles of river frontage. There are also 240 miles of steam railroads, eighty miles of interurban electric railroads, and 1,200 miles of improved highways.

It is asserted by those who should know that no farm in the county is more than four miles from steam, electric, or water transportation.

In 1900 this county, according to the United

carload, often by the trainload, thirty-three different agricultural products.

In 1900 there were fewer than 2,000 farms in the county; now there are more than 6,000. Then there were fewer than 700 farms of less than 100 acres, now there are more than 3,500. There are 1,600 farms of twenty acres or less on which men are not only getting a good living, but are becoming forehanded.

The population of the county is thirty-seven to the square mile, a denser population than in any other agricultural county of the West.

The farm output of the valley is \$17,000,000, and the manufacturing output \$14,000,000. Most of the latter is for farm equipment.

The spirit of the people may well be seen from the fact that the county by a vote of more than three to one voted \$2,000,000 for the best of county roads, and Stockton, that will pay most of the bill and have almost none of the roads,

voted for the appropriation, six to one. There will be 250 miles of this county highway.

I was in one vineyard of forty acres for the yield of which on the vines this past season the owner took \$19,000. There are 40,000 acres of vineyards yielding, in Tokay grapes alone, 2,000 car loads. Twenty tons of Tokay grapes to the

The present glory of Stockton and the famous county that it dominates is the variety of fabulously profitable crops. Aside from the thirty-three products that are shipped by train loads, there are many others that are no less profitable, such as figs, olives, English walnuts, and various garden vegetables.



HARVESTING CELERY NEAR STOCKTON.

acre is not an unusual yield, and a profit of \$500 an acre from a vineyard surprises no one, though it does delight every one.

The method of facing problems is interesting. For instance, on one 800-acre orchard the engine for pumping for irrigation purposes is run the year round on the prunings from the trees.

It was a series of notable experiences to ride in a speeding automobile for miles and miles through vineyards, peach, pear, cherry, walnut, and olive orchards; ride on a steam launch for miles among the famous diked farms of the delta of the San Joaquin and Sacramento valleys; or go forty miles in an automobile out among



AN IRON WAGON IN WHICH THEY BURN THE TRIMMINGS OF THE VINEYARD AS THEY DRIVE ALONG.

The vineyards are trimmed down to the stump each season, and the trimmings are burned in an iron cart which is drawn through the vineyard as they prune, and the valuable ashes are sprinkled over the ground en route.

the foothills of the Sierras and pitch a camp for the day, with orchards and vineyards to the west of us, the snow-peaked Sierras to the east of us, and exquisite hills and picturesque Jack rabbits all about us.

THE PENSION STORY.

Teachers' pensions have had a great boom of late.

In Maryland and Rhode Island the state pays the whole of the pension, and in Virginia a part of it. Nowhere else does the state help.

Maryland led all America by way of state pensioning. The law was passed in 1904. Teachers may retire after twenty-five years of service. The amount for all teachers, high and low, in city or country, is \$200.

In Rhode Island they cannot be pensioned under sixty years of age. They must have taught thirty-five years, of which twenty-five has been in the state, and the last fifteen years in the state. They receive for life one-half of the average for the last five years, provided this is not more than \$500.

Wisconsin has a pension bill in the present legislature.

Michigan has a new pension bill just passed.

California has a pension bill applying to all cities. All teachers now entering the service must contribute toward the Pension fund. Teachers may retire after thirty years. The school board may retire them after sixty-five years of age. The pensions range from \$360 to \$600.

Illinois has a pension law applying to cities above 100,000. Teachers may retire after twenty-five years of teaching. The pension is \$400 a year for every one, regardless of salary.

New Jersey, since 1903, provides for a pension one-half of average salary for the last five years. City boards of education pay all annuities. May retire after thirty-five years, the last twenty years within the state.

Virginia, since 1908, provides for a pension of one-half annual salary for last five years, not to exceed \$500.

San Francisco has had special scheme since 1897. They may retire after thirty years of teaching on \$600.

Denver's plan went into operation in 1909. The maximum pension is \$480.

Indianapolis, 1907, has a special law which gives a maximum pension of \$600.

In Lynn, Mass., a teacher may retire after twenty-five years of service, provided he is sixty

years of age, on a pension not to exceed one-half the salary, nor more than \$500.

Nahant, Mass., same as Lynn.

Brookline, Mass., same as Lynn.

Winchester, Mass., same as Lynn.

Pittsfield, Mass., same as Lynn.

Wellesley, Mass., same as Lynn.

Detroit, 1895, provides for retirement after thirty years of service, two-thirds in the city, at a pension of \$400.

Duluth has a new pension law.

Minneapolis, 1909, provides that teachers may retire after twenty years, one-half in the city. Maximum, \$500.

In St. Paul, 1909, teachers may retire after thirty years of service, and the school board may retire them at sixty-five years of age. The maximum is \$480.

Omaha, 1909, provides for retirement after thirty-five to forty years of teaching; maximum, \$500.

Albany provides for retirement, if desired, after thirty years of teaching; maximum, \$600.

In Buffalo, 1896, the maximum is \$800.

In Elmira, 1907, the maximum is \$400.

In New York city it may reach \$2,000.

In Rochester, N. Y., 1905, it may reach \$800.

In Schenectady, N. Y., 1907, it may reach \$450.

In Syracuse, 1897, it may reach \$800.

In Troy, N. Y., 1906, it may reach \$800.

In Yonkers, N. Y., 1908, it may reach \$800.

Harrisburg, 1908, after thirty years' experience, twenty years within the city, a possibility of \$800 pension.

Philadelphia, after thirty years' experience, if sixty years of age, a possibility of \$800.

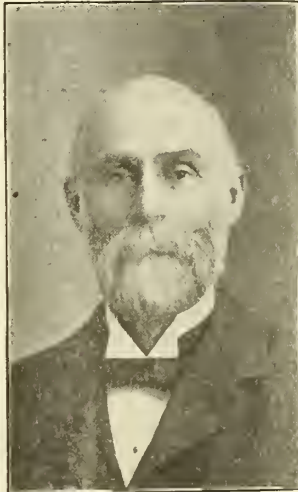
Pittsburg, 1908, after thirty years' experience, fifteen in the city, a possibility of \$400.

Providence, men after thirty-five years, women after thirty years, \$600.

Charleston, S. C., after twenty-five years within the state, \$250.

Salt Lake City, after thirty years, ten years in the city, and sixty years old, half average salary of last five years. No maximum limit.

Milwaukee, 1909, after twenty-five years, fifteen years in the city, \$400.



GEORGE H. MARTIN, Litt. D.,
Long-time Secretary of the Massachusetts State Board of Education, who has recently resigned as treasurer of the Board.

Two are the pathways by which mankind can to virtue mount upward;
If thou shouldst find the one barred, open the other will lie.
'Tis by exertion the Happy obtain her, the Suffering by patience.
Blest is the man whose kind fate guides him along upon both!

— Schiller.

READING.

BY ARDELLE M. TOZIER,

Aroostook Normal School, Presque Isle, Maine.



RAL and written language is of vitalizing power, and it may be considered as offering the noblest means for receiving and for imparting the breath of life in the development of our modern school system. It may be compared to a network of roots penetrating to great depth in the soil of human thought,—far-reaching, all-embracing, life-giving. Every other subject in the school curriculum depends primarily on reading. What child can picture the incidents in history, or visit in imagination the lands beyond the seas, unless they have first been described to him by tongue or pen? What child can successfully solve his problems in mathematics unless he can read intelligently the conditions? Many teachers do not realize that deficiency in other studies is often due to the children's failure to grasp the idea of what they read. How many of our pupils, even when they leave school, can read distinctly, give the sense, and cause others to understand? Too much importance cannot be given to the subject of reading, for it is one of the principal sources of power in every individual.

Great is the responsibility of the mother and of the lower grade teacher! If their work be not well done, the plastic mind and heart of the child will be dwarfed, and he loses a portion of his rightful heritage. First of all, the teacher must be enthusiastic, and her manner and method must be inspiring. She must be a student of the child mind in all the stages of its development, that she may be able to adapt to his need the various topics of her subject as to time and method of presenting them. The child's attitude towards reading is of more vital importance than the number of words learned in a given period. We should create in him a desire to read, and then give him the means to gratify that desire.

Stories told by parent and teacher, and reproduced by the child, should precede and be the basis of all formal reading lessons, the object being to kindle thought and imagination, and then to develop the power necessary to expression.

A clear insight into the mind and heart of the child reveals the fact that his early lessons should be such as to cultivate his innate love of home, of nature, and of melody; to arouse his imaginative and social instincts; and to develop an appreciation of what is rhythmical, mysterious, and wonderful. As these stories are read or told to him with proper emphasis, inflection, and facial expression, he is naturally led to imitate as he retells the story, and thus the foundation is laid for correct reading in his later work. Also, his interest is awakened, and he early longs for the power to interpret for himself the printed page.

The language of these stories appeals directly to the hearts of the young, and opens wonderful visions wrought by the imagination. The child

whose spirit has been thus lifted into a higher realm will desire to express his ideas by act and by word, and we find him acting the stories on the playground—dramatizing them—which is only another way of expressing his thoughts and emotions. Here he loses his self-consciousness, and his rendering is natural, intelligent, and intelligible. Later dramatization in the schoolroom can be made effective as an aid in teaching correct reading. Thus we have established three fundamental principles,—the arousing of the interest, the stimulation of the imagination, the expression of emotions. The child has become familiar with the words by sound, he has their meaning in his soul, and their use in his oral vocabulary. Reading is but the association by sight of his own mental picture with the words of the writer. His little face glows with pleasure when he finds a sentence which he can interpret readily. There is then no difficulty in leading him to read with proper expression—he cannot do otherwise, for the impulse is from within.

In reading to the class the teacher must put herself, as far as possible, into the author's state of mind, must read with proper rhythm, and pronounce clearly, correctly, and with an appropriate intonation. Children are quick to see and feel this, and will be inspired by the example of the teacher. They will learn what kind of reading requires a spirited, high-pitched voice, and what the lower, deeper tones; what a brisk, joyous movement, and what a slow, measured rhythm. Little by little they will learn to recognize for themselves the sentiment of the lines, and will soon appreciate the tone and expression with which they should be read. The language of the book will no longer seem like an entirely different tongue in which the children do not feel at ease, but they will be absorbed with the idea of impersonation, and nervousness, self-consciousness, and droning monotony will disappear.

Even though reading is thus animated by purpose and meaning, even with this high ideal before us, we find that there is still the necessity of study and practice in the mechanical art of this subject, and we know that many faults combine to produce unintelligent and unintelligible reading.

One of the first things to be considered is the proper position. The very first requisite for animated reading is an animated attitude. One of the chief causes of indistinct enunciation in the grades is a weak physical posture, which so relaxes the muscles that even the organs of speech are affected, and are deprived of the power of distinct and ready utterance. Final consonants disappear, the tongue refuses to act, and the words are strangely blended together, instead of standing out as units. Sometimes a failure to enunciate properly arises from defective vision; from defective organs of speech, or from the incorrect

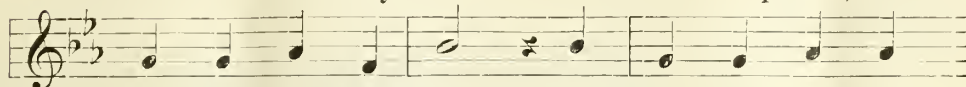
THE TELEPHONE

ABBIE FARWELL BROWN

French Folksong



1. "I want to talk with Clo-ver-Bloom," Said
2. Now Mis-ter Spi-der heard her speak As
3. So then he climbed the lad-der stem, And
4. So now they have a tel-c-phone, And



But-ter-cup one day, "I wish there were a
 he was pass-ing by; "I'll build for you a
 then he spun a thread A-bove the Dais-ies,
 But-ter-cup is gay For she can talk to



tel-e-phone, She lives so far a-way,
 tel-e-phone, If you will let me try,
 how they stared! A-bove the Grass-'s head.
 Clo-ver-Bloom The live-long sum-mer day.



Heigh-ho! I have so much to say!"
 Heigh-ho! An ar-chi-tect am I."
 Heigh-ho! To Clo-ver's house it led.
 Heigh-ho! I can't tell what they say.

— From the New Normal Music Course—Book One. Copyrighted, 1910, by Silver, Burdett & Co.

use of them; or from inability to discriminate between sounds nearly alike. To overcome this defect, from whatever cause it arises, requires keen discrimination on the part of the teacher as to the true reason for the failure to pronounce properly. Ear training should be a part of the daily program; frequent drills should be given upon the oft-repeated consonants; rapid repetition of words requiring alternate contraction and expansion of the lips; pronunciation of words in which one vowel sound follows another; and many other exercises which will be suggested to the teacher.

Could we look into the minds of the children, we should be astounded at some of the misapprehensions caused by careless enunciation or phrasing. One child learned from oral recitation the poem, "Mary had a little lamb." With no regard whatever to the grammatical construction, she understood the line, "If you like Mary, are but kind," to refer to the name of the girl as "Mary Arbuth." Another girl was heard to sing with much vigor:—

"Leave the poor old stranded rat
 And pull for the shore."

A short time ago a teacher of my acquaintance who had taught her pupils Longfellow's "My Lost Youth" was somewhat chagrined to find that one child had learned it "My Lost Tooth." The poor little dazed mind must have found it hard to inter-

pret her version of the line, "And my youth (tooth) comes back to me."

The inability to pronounce and to spell correctly arises from a lack of proper early phonetic drill, from lack of practice in the ready recognition of sight words, and from failure to analyze the word into its sounds and syllables. The result of this failure is omission of syllables, transposition of letters, and often of the substitution of the wrong letter. The diacritical marks and their corresponding sounds should be taught early in the course, and should be made use of whenever necessary. The child should be required to analyze the troublesome word into its sounds and syllables, until he has mastered the difficulty in pronunciation. The meaning of the word must also be taught and its use in sentences. Thus and thus only is he able to meet the word again, and with confidence, in his reading and spelling; thus and thus only does it become a permanent part of his vocabulary.

It is a truth well recognized by all thoughtful teachers that poor spelling often arises from incorrect pronunciation, or from poor enunciation. The child spells a word as he pronounces it,—thus *grievous* becomes *grievious*; *perhaps* is *pre-haps*; *depth* is *debth*; *surprise* is *supprise*; *athletics* is *athaletics*; *alumni* is *alumani*, and many other similar mistakes. The child does not see the word in its parts, especially if it is of several syl-la-

bles; how, then, can he pronounce or spell it correctly? Word study, wisely carried on, will often solve the problem of poor spelling.

"As is the teacher so is the school." And as long as many of our teachers fail to pronounce correctly and clearly, just so long the pupils will do the same. Do teachers always do the best they know? The greatest hindrance to the realization of high ideals in this study, as in others, is our own limitations as teachers. Carlyle says: "How shall he give kindling in whose inward mind there is no live coal, but all is burnt out to a dead, grammatical cinder?"

We have all experienced actual suffering when listening to the singsong tone sometimes used in reading poetry. While we should teach our pupils that there is really much music even in spoken language, we must also teach them that all poetry is not intended to be sung. A few simple illustrations and explanations of the purpose and value of the accent and of the caesural pause in lines of poetry will usually obviate all difficulty. Too often the position of these in the first line of the stanza is allowed to serve as a model for the position in the succeeding lines, and a singsong tone is inevitable. A proper placing of the pause and of the accent, as the author intended, will lead to a proper phrasing which will bring out the meaning and will make a song impossible.

Children who have acquired the habit of reading with poor emphasis and inflection must be patiently dealt with. Sympathetic effort should be made to eliminate the self-consciousness which, in such cases, is often the greatest hindrance to a correct rendering. Then appropriate emphasis, inflection, force, and movement will ordinarily follow, if the thought is fully appreciated. This fact leads us again to emphasize the truth that one of the fundamental principles in the teaching of reading is that, from the very first lesson, the pupils should be led to grasp the thought of the sentence, to enter into its spirit, and the correct expression is assured.

In assigning the lessons, every effort should be made to arouse the necessary interest by explanations, supplementary information, pictures, and always by enthusiasm and sympathy on the part of the teacher. It is by these means alone that weak and colorless reading will give place to forceful and animated expression.

The child must be led to see vividly and to feel keenly what he is reading about, and he must feel them again, and re-create them, as he reads aloud to others. Few teachers are aware how little the children really visualize as they read aloud. Question them and find out for yourself. Are you sure that your pupils form correct mental pictures as they study their geography and history

lessons? Teach them that, in whatever they read, there are sounds for them to hear, pictures for them to see, real treasures for them to discover and to reveal to others. Often the importance of this is not recognized, and the child stumbles on, miscalling words, mispronouncing, and often drawing no dividing line between the sublime and the ridiculous.

Unless there is an appreciation of the thought there will be poor phrasing, or, as is sometimes true in the primary grades, no phrasing at all, and the so-called reading is a dreary, monotonous droning through the words—no enthusiasm, no appreciation, no life. Can we wonder at the poor reading often found in the higher grades? How is it that such poor readers are allowed to pass on to the higher grades? Do we accept and pass work in reading of a quality inferior to that which we would accept in any other subject? Rather let the standard be raised! Let every lesson from the lowest grade to the highest have for its ultimate object the development of power on the part of the child!

We teachers must never forget our responsibility for the lifelong reading habits of those who come under our charge in the schools. A knowledge of the developing child and his needs, a knowledge of books and their influence, is most essential and most potent in this line of work. Our duty and privilege is not only to teach the child the mechanical art of this subject, but to stimulate and direct his imagination; to strengthen his judgment in the choice of books; to develop new ideas and to awaken a desire to apply them; to lay the foundation for a love of good reading, and an appreciation of the best in literature.

Is there not something in the personality of one who teaches, something that reveals itself in the face, in the manner, in the attitude towards the subject, which awakens the corresponding impulse in the heart of the child? The teacher cannot give strength when she herself is weak, or give inspiration unless she herself has drunk from the never-failing fount of inspiring literature. Thus only can she lead her pupils to catch visions of what is beyond the printed page; to form ideals upon which their future life may be moulded; to gain thereby inspiration and strength for the sordid tasks of daily life.

It is in reading that the child's imagination is aroused, his sensibilities are quickened, his love of rhythm and beauty is fostered, his horizon is widened. Here he finds a never-failing source of pleasure and of profit; here he finds a safeguard from many of the dangers which beset the pathway of the young; here he may hold conversation with the wise of all ages; here he finds inspiration to higher and nobler living.

An educated man is a man who can do what he ought to do when he ought to do it whether he wants to do it or not.—*Nicholas Murray Butler.*

WHILE LOOKING ABOUT.

BY THE EDITOR.

Dramatizing "Hiawatha."

Miss Fanny Orth, Clarinda, Ia., has as good dramatization in primary grades as I know. There is much variety in the subjects selected. She brings the children into the spirit of the selection until it is real life to them, and then she



gives it complete and adequate setting. The accompanying illustration is a photograph of her little people when they are dramatizing "Hiawatha." She has out-of-door scenes dramatized out of doors. Naturalness is the especial charm of her work.

In Salt Lake City.

WORK ABOUT THE HOME.

In this training school, as nowhere else so far as I know, the school looks after the children's work at home. One professor has general oversight of what the children do to help out at home.

Each pupil in the upper grades reports what he, or she, does at home regularly and efficiently, reports upon his work when called upon for a report, and the professor with this work in charge goes to each home to see if the work is really done regularly, and decides how efficiently it is done.

This is the latest unusual work undertaken. The legislature is to be asked for a special appropriation of \$2,000 for the salary of a man who shall do nothing but keep track of the home work and home life of boys and girls.

Then a number of children are to be selected who are to have only half time at school, being credited for the other half time in home work. Then the home work will be so systematized that it will be genuinely educational.

PIED PIPER.

I regret that my notes do not justify any attempt to do justice to the work of the second grade in presenting "The Pied Piper of Hamelin," and I must be content with merely saying that for the age of the children it was far beyond anything I have seen elsewhere or that I would have believed possible.

SCHOOL FAIR.

Annually there is a school fair, in which nothing is on sale that is not made by the children in their school work. It is grouped by grades beginning with the kindergarten. No hand work is ultimately accepted from any child that is not thought to be worth putting up for sale. The last fair brought in \$200, which was appropriated for a large playhouse in the yard for stormy weather.

The second grade has wood-work only. They get facility in the use of simple tools, and do much better work than ordinary boys and girls could do when five years older than they are. They make several things that are readily purchased for real use.

The third grade is a store keeping room. They study real stores; make their own problems out of actual store conditions;

and every example in problems of the year is made by the children from actual transactions.

Their school writing is based on their study of goods, of buying, of selling, of trading eggs, etc., for store goods.

Their hand work is weaving, hand weaving, mat weaving. Every design expresses a thought. Initiative is required and secured. They weave sweaters, mittens, and other garments.

The fourth grade is primarily for clay modeling with expression. Of course there has been clay modeling, but this is the American history year, and they model it.

I counted forty-eight important historical incidents in clay.

The language work gets its coloring largely from history.

By far the most interesting work is that of the fifth grade. At the \$200 sale a large part of the receipts were from this grade. Their rugs were all sold at high prices, and orders placed for more rugs, which the class made later out of school hours.

They weave linen and mercerized cotton towels. A boy of eleven years in the fifth grade wove twenty inches of linen toweling, twenty-five inches wide, in one hour.

No pupil is allowed to leave any hand work until he has attained speed as well as commercial perfection. He has not done acceptable work until a store will buy it to sell again.

There are so many unusual features of work at this training school that there is really no stopping place.

Suffice it to say that every child from the kindergarten up has some manual work every day.

Every young woman in the normal course must take full training in domestic science.

THE STUDY OF PICTURES.—(II.)

BY MARY ELLASON COTTING.



THE preliminaries of work which were developed in September are now followed by the beginning of the real study of those pictures chosen for consideration during the year.

The child has been touched and possibly aroused to the point of forming the idea that all pictures have a story to tell, and now is to begin



THE CHILDREN OF THE SHELL.—Murillo.

the work which will lead to an understanding of the beauty—material and spiritual—which every canvas presents to him who can interpret with eye, mind, and heart.

Of the "permanent" pictures "The Children of the Shell" will receive first consideration. Inquire if anyone would like to tell of something the picture has made him wish to say; after the response the teacher relates this story that the picture has taught her:—

"In the long, long ago time when the painter Murillo (you must know that if a man does big, wonderful things but one of his names is used in speaking of him, for he is the only one great in his kind of greatness) well, Murillo, as you will remember, had a great fondness for children, so he painted this picture of these little ones, who were friends and continued to be for a long time. One little child is the world-mother's baby, grown large enough to give drink to his thirsty companion; and he also has a lamb for which he must care. This world-child was given many, many different duties to perform, and all were done with willingness just as you see in this picture. Do you notice how patiently he stands as he steadies the shell so the little John may drink in comfort? The faces of both children have happy-heart marks upon them, and that is why the lamb lies so quietly looking upon them as if it were thinking, "I love you because you are gentle and kind and take good care of me."

You know when we work hard and take great pains to do our best something makes us feel all cozy and happy, and there are happy-heart marks that creep out all over our faces. When anyone

meets us it is seen just exactly the sort of persons we are by those marks on our faces. It is pretty nice to be one of the happy-heart people. Wouldn't it be fine for us to watch and see how many such people we can discover every day!

During the days while the above thought is being evolved no reference is made to "The Gleaners" (Millet), which was placed alone upon the screen the first Monday of the month. This is to be the picture to which greatest thought will be given for the month of harvest, and should remain on view all through October. There is to be developed an analysis of the construction and by close questioning a description of every feature and the sentiment of it brought out.

Such questions as these are suggestive of what may be done: What do you see in the picture? What form the back of it? How came they there? Of what are the stacks made? How? Was it easy? Where did all the grain grow? Is the field right here at the front? Oh, in the whole field. Then you think you do not see the entire field from which the grain has been harvested? How do you suppose the grain was cut? Who did it? Do we do that way in this country?



THE GLEANERS.—Millet.

Then the picture is not one of a field in America? After reaping the grain what is done to it? Do men alone do all this work? Are the women allowed to reap? Why is that so? Have you ever seen a load of grain in the field? How was it made up? Could those ricks have been piled up by carrying armfuls at a time? Why? What implements are used in stacking? Do you see the man on horseback? Who is he? What is he there for? Why does he not walk? If then he has fields so large he needs must ride when he wishes to direct the harvesters, do you think he could spare some of the grain to give away? Is he willing the women shall share with him? In what way do they take their share? Could that be done in our country? How would we manage the sharing in America? Could we use grain in

this country as those women will use that which they are gleaning? Do you not suppose they are weary after their day in the field? Where will they go? Do what then? Will there be fathers and children at home? Do you think the fathers also work for the owner of the field?

Bring out thought of the home life after the day's toil of both laborer and owner.

THOUGHT FOR THE TEACHER.

"The Gleaners" should be so placed that the vastness of distance across the field will impress and create an idea of the fullness of the harvest, the amount of labor, and number of workers necessary to perform it, the responsibility of the owner, and his duty towards



MONA LISA.—Da Vinci.

"Mona Lisa" (Da Vinci).—

This is placed apart from the Millet. It is the first single, or alone, face to be presented, and therefore the most difficult from which a story can be developed. There may be asked questions such as: Do you like this picture? Of whom do you think it is a picture? Does she look at all like anyone you have ever seen?

Following this questioning comes the story:—

"This is the picture of a lady of the long-ago time. She is of the happy-heart band because her eyes are full of love and truth and tenderness; her smile creeps all over her face, and it makes anyone happy to look into her eyes."

This is all there is of the story. Imagination must create all the thoughts and acts which such a face would indicate might be possible for its owner. Simply looking upon the beauty of the picture is a means of cultivating beautiful ideals. In the Van Mieris the woman was the type of gracious, loving, wise womanhood, and now is seen the same type broadened by the spiritualization of the dignity and mystery of beautiful womanhood.

"Return to the Farm" (Troyon).—The third week in October there should be placed in company with the Millet the Troyon landscape. Analysis of the composition of it brings out the fact that the various animals are coming home from the fields.

those whom he employs. Impress strongly that the holder of vast possessions holds responsibilities other than those of a material nature towards all with whom he stands in relationship. There is something between the served and the server that is greater than that which can be expressed through money, and he who recognizes this and makes its application a part of the daily life is he whose manhood is full to the brim of joy and comfort, and upon his face will be found the happy-heart markings.

Millet, the painter, knew all about these things, and so did the wife at home, where she cared for the babies while their father worked upon the wonderful picture of which this is a copy.

Why? What season of the year? Where will each animal family be placed, and what care will



RETURN TO THE FARM.—Troyon.



THE SHEEPFOLD.—Jacque

be given each kind? Enlarge upon the idea that the sheep are to be put in the "sheepfold." Why? What will be done for them? Where will they go in the morning? Emphasize the thought that now the nights are chilly the mother sheep could not cuddle the lambs snugly enough to keep them warm, so all are brought into the fold. The sheep must be well fed, and soon there will be no green grass in the fields. How then are they to be fed? Watch closely to discover whether any thought of relationship between the Millet and the Troyon is formed in the mind; also if there exists the idea of animal family life.

"The Sheepfold" (Jacque).—In connection with the Troyon introduce this one. Analysis will

bring out the idea that when cold weather comes there must be a warm shelter for the sheep. Forethought must be exercised that food and water are supplied at the right times and in proper quantities. Trace connection between harvesting and the food and bedding of the sheep. Why we are careful of our animals, and the responsibility the strong bear the weak. Invite and encourage volunteer stories about the picture and any child experiences in which sheep had a part.

Lead to naming the Troyon an outdoors picture, and the Jacque one of quiet life. By degrees these names will give place to landscape and still life; these to be followed by the classification by name of other pictures as they become known.

HINTS TO THE PRIMARY TEACHER.

BY THE AUTHOR OF "PRESTON PAPERS."

Keep the little folks happy, whether you keep them busy or not—but keep them busy!

Don't put too high an estimate on your dignity. Love is more valuable, "pound for pound."

"Every day is a new beginning," and every child should be made to feel that past misdeeds cannot be posted up in to-day's ledger.

Show how to study, as that is equally important with "what"—and the little folks are not yet waywise.

Stimulate the lazy with ambition, the careless with accuracy, the mischievous with usefulness.

Make few rules, but see that these are obeyed, and with prompt cheer.

Look out for the physical comfort of the children, and for the sanitary condition of the room.

Visit all the homes of your class at least once a term. Yes, it is hard work, but is a legitimate part of your engagement, and one with big dividends at the end!

Kind—but not weak—in your discipline; firm, but not severe, in your administration, brings an almost perfect ideal to realization.

Look your best when you go to school, and have a due regard for fresh raiment rather than for showy garments.

Avoid black, but brighten up any dull color that is suitable for schoolroom wear with something bright and becoming as an accessory.

Don't be afraid of a laugh, hearty and wholesome, once in a while—even in the midst of a lesson—if something worth it occurs to break up the monotony which should never have a place in any school, but be sure that the "something" is worth while, so that the genuine fun shall not degenerate into daily confusion.

Don't keep the children too long on any single lesson, but, on the other hand, don't change from one to another so often that they cannot later learn to fix and hold attention consecutively.

Be whatever you want the children to be—truthful, courteous, industrious, neat, thorough.

As reading is the key to printed power, use it to unlock "early and often"; and while teaching how to read, give some attention to what.

Be sure that you can express all that any reading lesson has for expression. This cannot be done without trial practice, to see of what variations even the simplest sentence is capable.

Lay rather more emphasis on effort than on result; be chary of blame, and not unduly lavish with praise.

Reward and punishment go hand in hand—the one for good conduct deserving attention equally with the other for its opposite; so if you use one you should use the other also.

The unrestricted play gives you the very best opportunity to study character, for here as nowhere else the child shows his natural bent and impulse, his power over self and others.

Rainy days are no excuse for shabby clothes on a teacher, any more than they would be for the same on a business woman or a social leader—the real teacher being not only that but a business woman and a social leader as well!

A picture on the wall, a pot of geranium, or other green thing in the window, and accessible books and games for those who have completed the day's work are wonderful helps in management.

Meet your patrons at least half way in their interest in you and in your school. Many of them, even minus your pedagogical certificate and other equipment, can give you "points"—and it is a part of your business to corral all the points you can, so long as you remain with the job!

"Break bread" indiscriminately when invited by your children's parents. Many a teacher wins out because she is a social success, just as a politician does; and the best "mixer" in either line gets the votes!

Be just as ready to express your pleasure that it is Monday morning as you are to welcome Friday night, and your children will do likewise.

You have to compete with woods, swimming holes, chestnut burs, humming bees, and blooming daisies for attendance and attention. What do you offer?

Express pleasure and pride in your school—and then see that you get something to "back" the feelings!

MUSIC IN RURAL SCHOOLS.—(II.)

BY MYRA K. PETERS.

[Continuation of possible outline of music for rural schools, allowing twenty minutes a day for its study.]



HE general rules for the September outline should always be observed.

Begin each lesson with a short vocal drill on scales and arpeggios, a short review of pitch letters, in position upon staff, and rapid sight reading (reviewing skips previously studied) with syllable names. Short sketch of John Sebastian Bach.

OCTOBER—FIRST WEEK.

By rote, soprano only, "October's Bright Blue Weather," p. 51.

All technical studies previous have been in the key of C.

From p. 12 introduce the key of C, compare position of letters with position of keynote (do).

First, by rote, "Summer and Winter," p. 12; "The Wind," "The Reason Why," p. 13.

Explain time, have children count on these simpler studies.

SECOND WEEK.

"Pumpkin Head," Jessie Gaynor, by rote.

Introduce eighth notes from the blackboard.

Explain thoroughly key of D, p. 14, Modern Series.

Use notes of songs on pp. 14 and 15 for interval study from the blackboard.

Explain dotted half notes.

THIRD WEEK.

"You know I Am a Brownie," Jessie Gaynor, by rote.

"Birds of Passage," p. 162, by rote.

Study key of A, notes only, pp. 16 and 17.

FOURTH WEEK.

"Fairy Song," p. 179, by rote.

Study by note "The Hurdy Gurdy Man," p. 18.

Study p. 19 entire by note.

In Explanation.—It is understood that whenever the composer's name is not mentioned in general outline work, the number and page refers to "The Common School Book of Music," Modern Series (Silver, Burdett & Co., New York, Boston, and Chicago).

Your children have now had one month's work for unifying voice, and a beginning toward building a musical repertoire. If you have been painstaking and thorough on your part the work should move smoothly to the October outline.

Take your scales (always beginning on upper do, descending, then ascending) humming first time, keeping "hm" in mind, second time use round open "o" with corners of lips drawn as though ready to whistle, think of throwing tone to farthest corner of the room and softly sing, keeping tones up and forward on entire register of the scale, use loo and boo also.

Apply to arpeggios also, but be sure that a direct attack is made on ascending notes. Scooping or feeling for the tones is inexcusable. Children must be taught to think the tone before

singing. In review of pitch letters, have a blank staff upon the board and vary your reading by putting it in story form.

Use the name of any prominent singer, children spelling the words needed to fill in the story from letter position on staff.

Do not write letters, simply make an X to indicate position; pupils name letters, discovering the word to be filled in. Following is one of many stories that can be constructed:—

"A great tenor had a grand opera engagement in a large city some miles distant. He was compelled to arise early to make his train. Calling a —, he rushed to a —, and ordered a soft-boiled —, a slice of —, and a dish of — for breakfast, then on to the station, where he checked his —, in time to — the cabman and make his train.

"He arrived at his destination nearly — from fatigue, went at once to his hotel and to —. He appeared at night rested and well — for his evening performance."

The words used in blanks were cab, cafe, egg, beef, cabbage, baggage, fee, bed, fed.

A few moments spent in concentrated thought will give a surprising list of words that can be used in rapid reading, and often gives an added interest to the child who is not musical.

Have blank staff for rapid sight reading for syllables, use only the skips studied in previous lessons, writing in whole notes while children sing. Divide the room, one-half singing while the other half listen and watch for a mistake; when detected, then reverse, taking up the work vice versa.

A good picture, 5x7, of John Sebastian Bach can be obtained for one cent of Perry Pictures Company, Malden, Mass. Tack in upper corner of blackboard; then underneath write: "John Sebastian Bach, born in Germany 1865. Called 'The Father of Music.' Introduced the five-finger method of playing."

Explain that prior to his time people had only used the three long fingers of each hand. If your children have memorized these three things mentioned of Bach it is sufficient, and an introduction to the great man, should they later specialize in music.

In our first week's work give a little sketch of the tomb of Helen Hunt Jackson in connection with the study of "October's Bright Blue Weather."

In each new feature of your work have a blackboard representation of your work first, so that every child will get the new thought correctly. Discuss time from pp. 12 and 13; it is all four-four, and easily explained. Count it, clap it, and tap it with index finger upon the book or desk.

"The Reason Why," on p. 13, has splendid opportunities for clapping, circling, and dramatizing; also has possibilities for the drawing department and paper cutting.

Second Week.—Hallow'en is in the very atmosphere we breath. What is more suggestive than Jessie Gaynor's "Pumpkin Head," found on p. 64 of "Lilts and Lyrics"? It is intensely dramatic and descriptive; fine for paper cutting, background black, pumpkins yellow.

In key of D mention the two sharps in signature, position on staff, and letter names. Refer again to pitch letters in connection with keynote. P. 15, "The Squirrel," is good for paper cutting; "The Mill Wheel" fine for clapping and circling.

Make your rhythm pronounced. Without rhythm there could be no music. One of the most difficult things is to make the pupil feel this sense of rhythm. They do not know the meaning of the word, but if you have it, they feel it, and can express it in motion of body, hands, or feet.

Third Week.—"You Know I Am a Brownie," Jessie Gaynor, p. 52, "Lilts and Lyrics." Possibilities in drawing and paper cutting. "Birds of Passage," for older pupils, though I am very sure you will find them enjoying the younger pupils' work immensely.

Fourth Week.—"Fairy Song," for older pupils. You will notice that each song is selected in season, and a special reason underlies each choice. "London Bridge" gives you a good yard game dear to every child. P. 16 gives your first three-four time, which, of course, must be carefully explained.

In addition to our outlined work, I would suggest some written work, but advise confining

your first work to scales without signatures. Place do. Your older pupils, after all the board representation they have had, will readily (with just a little assistance) write well. Then follow with the skips studied in outline work given in dictation by yourself.

One other thing I wish to call your attention to,—the flagrant use of good old melodies taken from folk songs and even operas. Nothing is so much abused as "America." Groupings of words to fit almost any occasion are continually set to this tune for use in many public school programs.

It is an insult to any nation, and belittling to its dignity, to set other words than their own original compositions to their music. There is absolutely no excuse for it, and I feel it our duty as teachers to assist in maintaining the one personality of "America," "The Battle Hymn of the Republic," Wagner's "Bridal Chorus," "The Lorelei," and hosts of others. America is rich in appropriate music for children for all occasions, and we have absolutely no excuse for perpetuating this sacrilege upon national and classic music.

In addition to supplies mentioned in September outline, I have added "Stories of Great Musicians," Scobey and Horn; price, 35 cents (American Book Company, New York, Cincinnati, and Chicago), and "Lilts and Lyrics," Jessie Gaynor; price, \$1 (Clayton Summy & Co., 220 Wabash avenue, Chicago).

THE AMERICAN FLAG.

A FAIRY STORY.

BY MARY HANNAH JOHNSON,
Nashville.



NATION'S flag is the symbol of all the ideals of the nation. It is not merely a painted piece of cloth, it is the embodiment of a principle.

When it is saluted, when it is honored in any way it means the salutation and honoring of the constitution, the laws, the principles, the ideals for which a nation stands, the things which constitute a nation's life and history. When an enemy treats our flag disrespectfully, he is not hurting or insulting us by tearing a piece of cloth which can easily be replaced, but he is insulting our ideals, principles, laws, constitution, our liberty-loving ideas, and our honor. Our children should be taught at the hearthstone the love of country, inspiration of patriotism, and respect for the flag which stands for our ideals.

One of the most potent ways by which a child can be impressed with the flag and its significance and the spiritual meaning of it is through the "story-telling hour." "Story telling" serves to hold the attention, to strengthen concentration, and impress the child with famous facts and beautiful truths, yet it interests and entertains.

The following fairy story of the flag will serve to impress the child with the beauty and glory of our American flag and to teach him that the structure of it is purity, strength, liberty, and truth, the flag of the dawn, the red, white, and blue:—

FAIRY STORY OF THE FLAG.

Once upon a time a long time ago a fairy met in the woods two little girls and a little boy; they engaged in conversation. The fairy told them she was just on her way to a beautiful woodland, and was going to do some weaving. They asked to go with her. She said: "I am going to weave one of the most beautiful and most sacred pieces of cloth in the world." Then they begged to help her do it. She told them before they could help her they must go through the town and country, over the hills and valleys, and seek and bring to her the greatest and the best thing they could find to weave into her fabric.

They wandered in different directions from village to village, through the woods and valleys, and over the mountains. The first little girl almost dropped in exhaustion, but just then she heard a coo! coo! over her head, and, looking up, she saw a dear little dove as white as snow. The little girl was crying, and the dove perched on a limb over her head and said: "What is the matter, little girl?" "Oh," she said, "I am so tired, and

I can't find anything worthy to take to the beautiful fairy to weave in her piece of cloth." "Well," said the little dove, with a sweet coo, coo, "I will give you a feather from my wing, white as the snowy clouds in the heavens, and you take it to her and probably she will be pleased with your find." So off flew the dove and off ran the little girl, and in a little while she came to the fairy and said: "Dear fairy, I am so sorry this is all I could find; I am afraid you will not like it and not use it, and, worst of all, you will not believe I worked hard and hunted long." But the good fairy said: "I am greatly pleased; you are a faithful little girl, and in that you worked hard and was faithful to the task given you, and you have done better than you think, for this white feather from the dove is just what I needed, it means purity, and the dove is the emblem of peace." So the little girl was very happy because she had done the best she could. Just now in the distance they saw the other little girl coming, and she also seemed very sad. She hurried up to the fairy and said: "I am afraid you will be angry, but I could find nothing but this in all my long, long journey. I felt so unhappy and sat down, and was about to cry when the sun came out, and I looked up at the beautiful blue heaven above, and a cloud said: "Don't cry, little girl, I will give you a present to take home." So, without further ado, the cloud ripped off the ceiling above a long piece of glorious blue sky, and it fell right into my lap, so I was very glad to find something, and ran at once to you." The fairy said: "This is very beautiful, and you have done well, and the blue shall stand for truth." Then

just as the fairy finished speaking to the little girl, the little boy ran up, and he was not pleased or happy over his gift either. He felt he might have done better; his hard work and many efforts should have been better rewarded, but at any rate he brought what he had to offer. He had wandered long and far in the heat and wind, and just as he was becoming very discouraged and had almost given up hope, he looked down at his feet and a red rose nodded in the breeze at him, and seemed to smile and welcome him as her delicate petals opened and closed. He stooped and plucked the rose and nestled it close to his heart to protect it from the weather as he ran through the woods to find the fairy. The fairy welcomed him joyously, and told him not to be discouraged, for it was just the color she wanted. She said: "You know, dear, that red is for strength, and now we need only one more thing to weave in this fabric," and she raised her eyes to the heavens, and down came thirteen stars and landed right in her lap. Then the fairy, with the two little girls and the little boy, sat down and began to weave, and the fairy wove and wove and wove. She wove the red, which was strength, and white, which was purity, into thirteen long stripes, and then she made a beautiful bed from the blue sky, which stood for truth, and in that bed of blue she placed in a circle the thirteen stars, and stars are the emblem of liberty, and now she held the sacred fabric up for the children to see. She had woven together truth and liberty, purity and strength, and it was the great American flag, the flag of our country, the red, white, and blue.

GAMES INDOORS AND OUT OF DOORS.—(III.)

BY LAURA ROUNTREE SMITH.

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Game Of Fox And Rabbits

L. Rountree Smith. W. R. R.

Out in the moonlight the fox prowls a-bout, You'd bet-ter watch out, you'd bet-ter watch out!

Oh he is look-ung for you, you, you, Then run fast whet-er-er you do.

The children remain in their seats and choose a child to be the fox. The children in the seats are rabbits. The fox runs up and down the aisles and names two children, who must quickly change their seats.

The fox tries to tag either of these children or to slip into a seat vacated by one of them. If he succeeds, the child whom he has tagged takes his place.

This game may also be played by children

standing in lines, while the fox goes between and names two to change places, one from each line. It may also be played outdoors, with children standing in a circle and the fox running about inside the circle. He will name two children to change places, however the game is played. They sing:—

Out in the moonlight the fox prowls about,
You'd better watch out, you'd better watch out;
Oh, he is looking for you—you—you—
Then run fast, whatever you do.

SENSE TRAINING.—(IV.)

BY LUTHER L. WRIGHT,
State Superintendent of Michigan.



EAR TRAINING.—Have a number of children go to the board. Teacher calls four numbers, as, 5, 6, 9, 7, while children listen. Then children write from memory.

Children put heads on desk. Teacher touches child who is to knock on desk. Then teacher calls on child in distant part of room to point in direction from which the sounds came.

Have all children in room listen for a minute to all the noises they hear both in and out-of-doors.

Send one child to corner with back to children at seats. Teacher points to child in seat, and he says: "Good morning, Mary," to child in corner. Child in corner says: "Good morning," to person she thinks spoke to her.

Teacher sends row of children to board. Teacher dictates list of numbers, such as, 432, 650, 235, etc. Children write them in a column.

Children close eyes and the teacher rolls hard and soft rubber balls and a wooden sphere. Children then guess which was rolled.

Call out row of children. Teacher sounds familiar phonograms. Children sound and spell.

Have all of the blocks on the table. Give the dimensions of one certain block, as: Find a block two inches high, three inches wide, and four inches thick. The child skips and finds the block and says: "This block is two inches high, three inches wide, and four inches thick."

The second grade have only the table of two's, but this exercise can be worked out in this grade: Give one child a ball and have him bound it. As he bounds the ball he says to himself: " $2 \times 1 = 2$," etc. All of the children in their seats think the same, and the teacher calls on another child, who stands and continues the exercise.

Play exercises on the piano in 2-4, 3-4, and 4-4 rhythm and have children at board indicate by marks the exercise played.

Sing the notes of the scale, accenting some notes more than others. Have children tell which are accented.

Teacher taps on desk a number of times. Pupil writes number on board.

Have children bow heads on desk. One child is chosen to be the mother hen, and leaves the

room. Name three children at their seats to be the little chickens. The mother hen comes in and says: "Cluck, cluck." The three little chickens answer: "Peep, peep." Mother Hen guesses who are her little chickens.

Story of "Stage Coach" told. Each child in the room represents a person or an object about the stage coach. As the story progresses, and the name of the objects or persons about the stage are mentioned, the child representing each stands and whirls around once every time his or her name is pronounced.

Have a number of combinations of sounds on the board. Teacher sounds two, and has two pupils each sound one and find same at the board.

Have a number of books of various sizes and thicknesses on the table. Teacher touches three or four books, at the same time naming an adjective that describes the book touched. Then have child come up and repeat what you have done.

Using the 8, 7, 6, 5, etc., in music, point in rhythm to a group of figures, singing as you point, and then have child repeat same.

Teacher describes a number of familiar objects, giving two or three distinguishing facts about each. Then has pupil tell name of the object described.

Send three children from the room and have them sing in turn, while pupils in the room guess who is singing.

Touch Training.—Have ten or twelve children stand in front of table with their hands behind them. Pupil or teacher drops a block into each child's hands and children tell dimensions of blocks by feeling them. Tell which is heavier, lighter.

Recognition of different fruits,—pear, orange, apple, banana, etc., by touch.

Recognition of familiar objects as cup, bottle, etc., by touch.

Touch a child with a pencil, piece of chalk, a twig, a small piece of paper, and see if he can tell what it is.

Smell and Taste Training.—Exercises to train the sense of smell and taste may be introduced by the use of fruits, vegetables, sugar, salt, soda, etc.—State Bulletin.

I like the man who faces what he must
With step triumphant, and a heart of cheer:
Who fights the daily battle without fear;
Sees his hopes fail, yet keeps unfaltering trust
That God is God; that somehow, true and just
His plans work out for mortals; not a tear
Is shed when fortune, which the world holds dear,
Falls from his grasp: better, with love, a crust
Than living in dishonor; envies not.
Nor loses faith in man; but does his best,
Nor ever murmurs at his humbler lot.
But with a smile and words of hope, gives zest
To every toiler; he alone is great.
Who by a life heroic conquers fate.

—Sarah K. Bolton, in *Youth's Companion*.

[Editorial.]

The boys of the Gulf and South Atlantic states are revolutionizing the agricultural conditions in the South. The tradition has been that you cannot raise corn in those states. We called attention recently to the fact that there are known to be more than 100 school boys who raise an average of 133.8 bushels of corn to the acre, that five raised more than 200 bushels, and that Jerry Moore of South Carolina raised 228.7 bushels.

There are 80,000 boys in the Southern states each raising corn

on at least one acre of land, and the boy that does not raise upwards of fifty bushels is ashamed of himself, and he has to go above sixty bushels before he says much about it.

The rules of this work provide that each boy must plant his own crop and do his own work. He must present the results to the county superintendent. He must gather the corn and weigh it, and the land and corn must be carefully measured in

the presence of at least two disinterested witnesses, who have to sign a certificate.

He has to charge himself \$5 for the rent of the land, and put down ten cents per hour for every hour he or any other boy works upon it. He

charges himself five cents per hour for the time of each horse and \$2 for each two-horse load of stable manure, as well as the market prices for any commercial fertilizers used. By adding up his accounts and dividing by the number of bushels of

shelled corn in the crop, he gets the exact cost per bushel to raise it.

The prize winner must have regard to the economy of the proposition as well as to the size of the crop. Jerry Moore's 228 bushels cost him forty-three cents a bushel. He pushed it for size of yield, but the great prizes have gone to boys like Ira Smith of Arkansas, who raised 119 bushels at eight cents a bushel.

Last year the Southern states raised one-third of the entire corn crop of the United States.



JERRY MOORE'S RECORD-BREAKING HARVEST.

ILLUSTRATED CORN BOOKLET.

BY O. H. BENSON,
Washington, D. C.

Use a good grade of drawing paper 9 x 12 inches upon which you can use both ink and water color paints. Cover paper should be white or steel gray.

Write with pen and ink; lead pencil reports not acceptable.

Do not use less than ten pages for inside of your corn booklet. For your descriptive work you may use a good grade of pen and ink paper, ruled or unruled, but it must not be larger than 9 x 12 inches, so as to fit into your cover paper neatly; size 8 x 11 will do.

Fasten leaves together from top, with a modest corn-colored cord, or baby ribbon; the holes for ribbon or cord fasteners may be made with a penknife, awl, or paper punch.

Illustrate the inside of material at top of page as a rule.

The cover design should indicate clearly the subject matter to be contained within. It is important that it be neat, original, and artistic. Avoid too much color; sketch lightly with lead

pencil; then retrace with ink or water color. For general use I would suggest shades of green, yellow, brown, and red to be used in drawings and illustrations.

For cover design use green-line margins on four sides of paper, and decorate centre of cover with an ear of corn and print neatly above and below the words "Corn Culture."

Use lines of kernels of corn for marginal decorations, and show a picture of boy or girl in corn field. For main body of cover print on cover the words "Corn Is King."

Use light golden colored margin lines and place in the four corners the four kinds of corn in ear. Color them white, yellow, red, and blue. Then in centre show some attractive farm and corn scene, or perhaps a picture of hogs and stock feeding on corn or modern corn husker and harvester in the field and at work.

On the first pages of your booklet give a duplicate report of your own corn plat.

For pages three and four look up some suitable poem or quotation on corn and illustrate it as far as you can by use of corn pictures, or if you

MR. WINSHIP'S CONVERSATIONS.

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What greater asset has America than its public health?

Education is always two-sided, general and indefinite, specific and definite.

Vermont did nobly last year to increase the appropriation for each normal school more than one-third.

The Sage Foundation emphasizes better than any other agency that the public schools are a public trust.

Salaries the country over are higher for 1911-12 than ever before. The salary campaigns are bearing fruit.

There is no peace when in any given relation one party dominates. The one dominated merely bides his time.

James M. Greenwood has been elected superintendent of Kansas City, Mo., for thirty-eight years, and the end is not yet.

Superintendent Calvin N. Kendall of Indianapolis has been appointed state commissioner of education of New Jersey at a salary of \$10,000.

The enrollment at San Francisco was 11,480, or only 905 below that at Boston in 1910. The final enrollment of the Boston meeting (1910) was 17,505, and that of the San Francisco meeting will surely reach those figures.

It may be true, as President Benjamin Ide Wheeler says, that "Women do not understand boys, and to have them taught by women tends to weaken the future male generations of this great nation; the fibre of manhood is not strengthened as it should be. What boys want is men to teach them, and the practice of allowing women to do so, after the boy has passed the age of thirteen, should be eliminated"; but it always has a brassy ring when a man has to say it.

Very Sensible.

The Chicago board of education has made this eminently sensible rule: "The principals and teachers in the public schools of Chicago should always refrain from making public any comparison likely to incur ill-will or hatred between classes of citizens as regards religion, race, nationality, or occupation."

Making Moving Pictures.

One of the interesting side shows of the recent trip to California was a knowledge of the people and the outfit for the making of moving pictures.

A few miles out from Los Angeles, in the beautiful foot hills beyond Hollywood, is the plant where is acted every scene that is caught in action and reproduced in the moving picture exhibition. It is an enterprise that challenges admiration. The outlay is great. They have at command for action Indians, Mexicans, and other varieties of performers. The operators are artists, and the managers are full of enterprise.

University Expenses.

The Indianapolis Star has collected these figures: The per capita cost at the University of California is \$241, and each outside student pays an annual charge of \$20. The University of Missouri maintains two schools—one at Columbia and one at Rolla. Per capita cost of the former is \$190, that of the latter, \$331, the outside students all paying \$20 per annum each. The State University of Iowa costs \$133.57 a year, outside students paying \$29 each. The University of North Dakota has an annual per capita cost of \$200, but makes no charge for students from without the state. The University of Colorado estimates the per capita cost at \$144. Outside students do not pay any extra fee. The University of Minnesota costs \$140 per capita, but no charge is exacted for outside students. The University of Wisconsin manages to get along with a per capita cost of \$100. The University of Nebraska places the per capita cost of students at the sum of \$128.50, and exacts the amount of \$30 from outsiders. The University of Michigan places the per capita cost of students at \$171 per year, and those from outside the state are required to pay an additional fee of \$10.

George H. Martin Resigns.

Dr. George H. Martin, who has resigned as treasurer of the Massachusetts state board of education, is easily the leading public school man in the state, whether judged by his long and intimate knowledge of the schools, historically and personally, or by the service rendered the state educationally.

In every position Dr. Martin has been eminently successful. This is notably true of his service as secretary of the state board of education. Not since the days of Horace Mann has the board had a leader to compare with Mr. Martin in

knowledge of the schools of the state and in an all-round professional equipment. He is the only man who has had an intimate acquaintance with the schools of Boston, and of every other city, and of the rural schools of every county in the state. He is the only man whose administration was personally definite in the treatment of every problem that arose. He has done more than any other American educator in establishing and perfecting medical school inspection.

He is the only public school man to be honored with an invitation to deliver a course of Lowell Institute lectures. He represented Massachusetts at the International Congress of School Hygiene in London in 1907. In 1879 Amherst College conferred upon him the degree of A. M., and Tufts College at its fiftieth anniversary festivities conferred the degree of Litt. D.

Dr. Martin resigns in order to have time to complete important literary and historical work in which he is engaged.

United States Commissioner of Education.

The administration of Dr. Philander P. Claxton as United States commissioner of education marks an epoch in public educational leadership in the United States. It means an unusual effort, which promises to be successful, to secure greatly increased appropriations for the department. It means plans to supersede \$1,800 clerks with adequate-salaried experts; the putting of the bureau on somewhat the same general plan of specializing for rural schools as that of the educational phase of the department of agriculture. It means the concentration for a time upon the study and ultimate solution of rural school problems.

It means a closer relation between the bureau and the various state departments of education, and, consequently, much more complete and prompt statistical service to the profession.

The country is ripe for just such a departure as that which is now proposed by Dr. Claxton and the friends of the bureau.

It is understood that the Democratic party is committed to adequate backing for the bureau, and it is inconceivable that the Republicans should fail to respond.

The portrait which we present our readers this month should be in every schoolroom of the land.

Women in Nebraska.

That women are coming into their own is everywhere apparent. In some places they have had to fight for privileges, and in others they receive them without any struggle, but we cannot help having a suspicion that the women who fight for their rights help the other women to get theirs without a fight. At least, honors did not come to women in ye olden days. In the news columns we have referred to three recent promotions of women in Nebraska. These all came without the asking, without so much as a wistful eye on the part of the women.

Omaha promoted Miss Belle Ryan from superintendent's assistant to assistant superintendent, with \$900 attachment to the changed phraseology. Omaha also promoted Miss Kate McHugh to the

principalship of the high school. We do not recall an instance in which any other woman presides over the only high school in a city of 130,000 people. She was the choice of the former principal, Ellis U. Graff, who becomes superintendent, of the entire teaching force, of the citizens of Omaha, and was promptly and unanimously elected.

Miss Edith Lathrop, superintendent of Clay county, is president of the State Teachers' Association. True, this honor comes because Dr. W. M. Davidson goes to Washington, but this robs it of none of its glory, as she was to have been elected next year, having been made first vice-president this year for that purpose. There is no organized women teachers' campaign in Nebraska, because they are being fairly treated without it.

Pensions in New Jersey.

New Jersey is far in advance of most states in the matter of pensions for teachers and in its Retirement Fund provision.

Any teacher after thirty-five years of service in the state of New Jersey, twenty of which must be in the district in which the teacher is teaching at time application for pension is made, may retire from service with a pension equal to one half the average annual salary of last five years of service. Pension paid by school district. Board must grant it if teacher applies and is eligible. Board may, if it chooses, compel teacher that is eligible to pension to retire from service on half pay even if the teacher does not desire to do so.

The Teachers' Retirement Fund is maintained by membership dues. Membership now compulsory for all teachers who begin to teach in any school district of the state. Dues vary with term of service from one per cent. to three per cent. of annual salary. Dues collected by secretary or other officer of school district, and state treasurer is the official custodian of the fund. The fund is managed by a board of trustees made up of persons appointed by the governor and others elected by the members of the fund.

Members of the fund have right to a pension or annuity from the fund when they become incapacitated for service as teachers after twenty years' service in New Jersey. Applicants are required to submit to board of trustees certificate of physician, showing applicant's incapacity, and also certificate from board of education and superintendent of schools showing term of service and incapacity. Board of trustees may also send their own physician or examiner to examine applicant.

Annuity is six-tenths of average annual salary for last five years of service, but the annuity is not to exceed \$650 per year. The annuity is paid quarterly.

A teacher who has had at least thirty-five years of service in public schools of the state, and who is a member of the fund, may retire with both pension from the state and annuity from the fund and if the average annual salary for last five years of service is less than \$1,300 the sum of annuity and pension will amount to more than the salary.

ILLUSTRATED CORN BOOKLET.

[Continued from page 59.]

prefer use a corn song. Here is a good place to get helpful suggestions from your teacher or some well educated friend in your community. Write up a brief history of the corn plant from the time it was found growing wild as a lowland forage plant, known as the Zea-Mays. Tell how it was first cultivated by the Indians and how they did it. Then tell something about how man has developed the corn breeding, and how corn is ranked among the cereals of the world. Name the corn-producing states of the Union in order of greatest production during recent years.

On pages five and six give a discussion of soil, climatic and season requirements for corn production. Tell how to fertilize the soil and how to maintain its fertility by crop rotation.

On page seven discuss how and when to select the seed corn; give reasons. Tell why it is necessary to use the stalk, full ear, and know its breed type before we select the corn for seed. Why should seed corn be purchased in the ear rather than in the shelled bulk?

On page eight discuss the value of testing all seed corn. How to test. Give drawings or pictures of the various kinds of testers,—like a home-made box test, cloth roll, plate tester, and Holden National, etc.

On page nine tell how corn should be cultivated, removal of suckers, deep or shallow cultivation, etc.

On page ten and eleven write of corn machinery and its uses, such as plow, disc, harrow, cultivator, planter, wagon, sheller corn mill, harvester, corn elevator, crib, etc. Give illustrations and discuss the value of each.

On pages eleven and thirteen:—

- (a) Uses of corn for feeding purposes.
- (b) Uses of corn for human food.
- (c) Manufactured products from corn.
- (d) Corn tables and figures useful to the farmers, as, lbs. to bu., cu. ft. to bu., cu. ins. to bu., in ear or shelled, etc.
- (e) Give the score card for corn judging, and discuss its value.

On page fourteen give the value of corn raising as you understand it, and as related to better farming and increased enjoyment of life. Who is benefited by the increased yield of corn in your state?

On page fifteen tell about any interesting events which you and your corn club have enjoyed in connection with the corn work during the present year, such as an account of picnics, field meetings, club banquets, fairs, corn shows, excursions, etc.

It will give efficiency and considerable interest to this method of agricultural correlation work if arrangement could be made to hold school or club exhibits in which the ten and single-ear samples of corn, together with illustrated booklets, be exhibited by each pupil and premiums and awards be made for best exhibitors, corn to be se-

cured in usual way and the booklet on any practical scale of 100 per cent. Insist upon the three entries as necessary to a complete entry and exhibit.

Follow in a general way the corn booklet plan in developing the work in connection with any or all of the following farm and home subjects: Tomatoes, Potatoes, Cows, Poultry, Bread-baking, Horse, Sheep, Hogs, Ducks, Turkeys, Home Decorations, Cotton, Rice, Silk Industry, Crop Rotation, Forests, Insect Enemies, Plant Diseases, Forage Crops, Cover Crops, Balanced Rations, Fertilizers, Cultivation of Corn, Plant Propagation, Our Farm Home, Story of Our School, Canning Fruits, Soils, Weeds, Pruning Trees, Apples, Uses of Vegetables for Food, Ventilating Our Homes, Our Schools, Our Barns, Leather Industry, The Model Kitchen, Farm Arithmetic, Kitchen Arithmetic, Practical Rope-Tying, Valuable School Contests, The Care and Ventilation of the Cellar, etc.

Jocose Pedagogy.—(XIII.)

BY MARY A. STILLMAN.

THE TAPIRS.



HE frisky tapirs every night
Enjoy their romp and capers;
How can they see without a light?
The moonbeams light the tapers.



Mima C. Doyle, Omaha, Neb.: So closely are the game, story-telling, and dramatization allied in modern education that it is difficult to tell where one ends and the other begins. In all three are found fundamental principles of education.

MISS LACEY'S TALKS. —(VIII.)

BY V. WINIFRED LACEY, M. PD.,
Ishpeming, Mich.

QUESTIONS ANSWERED.

My children are very noisy while coming from the wardrobe. How can I remedy it? E. K.

Possibly the reason of so much noise and confusion is the fact that you have not taught the children that you expect good discipline in the wardrobe. We must remember that ninety-five per cent. of the cases of discipline have their beginning in the wardrobe, due to the fact that the teacher has not given the subject of wardrobe space her careful consideration. Give each child a special hook. Number each hook if necessary or if crowded for space, using numbers from an old calendar. Teach the children that the proper place for each child's wraps is on that special hook, and you may find that the subject of wardrobe discipline will be solved. Teach the children to be as orderly in the wardrobe as in the schoolroom.

If you had your choice of the use of slates or paper in a first grade, which would you prefer for the best results? Do you not think better results can be obtained with slates? H. L. M.

If for no other reason than a hygienic reason, slates should not be tolerated in any schoolroom. They are first of all the highest type of germ disease carriers, and are anything but cleanly. It is almost impossible to get as good results in as short a time, for a child may make the effort and take time to reproduce that effort on a slate, but yet in a second, when you least expect it, he quickly erases all, with the result that you cannot see wherein the child has failed. With the use of paper you are helped in many ways, because every mistake can be seen at a glance, and you can assist the child not to make the same mistake. Paper is much cleaner and not very expensive.

My work does not look clear on the board. How can I improve it? S. T.

If after carefully cleaning your board your work does not look clear, or if the children cannot see it clearly at a distance, I would suggest your dipping the chalk in clean water till it absorbs all water possible and then write on board. The result will be your work will appear as if painted with white paint, and in this way the light will not strike it so as to produce shadows. It can be seen distinctly from all parts of the room without the children straining the eyes. If your boards are not nice and black try giving them a coat of good black ink (not gloss ink) after cleaning them well with clean water. When applying the ink use the straight across or up and down movement to avoid streaks. This will keep your boards in excellent condition if done about once in six weeks.

Is there any way you know of whereby the true colors of beautiful autumn leaves can be preserved? I have tried pressing between blotting paper and several other ways, but the colors do not hold true to nature. Idaho.

One of the most simple ways of preserving the shape and true colors of autumn leaves is to pick the leaves fresh, either as single leaves, sprays, or branches; have a hot iron and some powdered resin ready. Shake the resin over the leaf, as you would sugar a cookie; iron it quickly, and you have preserved the true colors, true to nature. If you use an ironing board place leaves on a newspaper and the leaves will not stick as on a cloth.

Many use wax to preserve leaves, but this will dull the colors, while the resin makes them glossy and the colors show through very beautifully. Leaves preserved in this way can be used to excellent advantage in the schoolroom. They are also used to decorate the room.

I find it takes me much of the school time to pass the busy work. Can you tell me how I can pass it more easily? Roanoke, Va.

There are several good and inexpensive ways of caring for busy work. It greatly depends on just what kind of busy work you use. You will find that a good supply of the average size spool or silk boxes, which you can get from the dry goods store, are most valuable. Then again, some teachers use the heavy paper or wood picnic plates, which you can get from the grocer, for they are usually used as advertising coffee, tea, etc., and you can get them for the asking. You may also find old envelopes or the cheap manila envelope of much service. Sticks, peas, beads, dried grains, script, or printed letters are much easier handled by using the ordinary spool box. Have children keep the spool box in the desk.

What would you suggest for language work in the second and third grades for the month of October? We have no outline for our schools, and I have had no experience in teaching.

District School, Montana.

For the graded and ungraded schools, no more appropriate material could be suggested for language work than that which is right at our doors. Nature preparing for winter is seen on all sides and in all localities. The children will readily and happily tell you what their mothers are doing with vegetables and fruits; what the farmer is doing; what the insects and birds are doing which they did not do last month. They will tell you what the leaves, trees, and seeds are doing and why.

In our school we do not have spellers, and I would like to know what words to have the children spell. A. L. Monroe, Michigan.

When a speller is not used in the second and third grades the spelling lesson should be the words which appear in the reading lesson and also the words most frequently used by the children. It is also well to give weekly reviews on all words which give the children trouble and which they will use often, such as, this, that, these, those, them, what, where, which, was, were, is, are, has, had, have, etc.

My children do not come to school regularly, and I can't make them come. What shall I do to increase the attendance? Denver, Colo.

When children do not want to come to school regularly or when they must be urged to go to school by their parents, there is certainly something wrong. Can it be that you are in the wrong? Have you made any effort towards making the children happy? Have you presented interesting material and were the children interested? How about your personal appearance, your tone of voice, your attitude towards the children? Very often the teacher is the cause of children not wanting to come to school, and instead of trying to improve, the children are scolded and life is miserable in the schoolroom, so they stay away. Do you blame them? Are you right?

MANUAL OCCUPATIONS

WITH PAPER AND SCISSORS.

BY N. M. PAIRPOINT.



VERY valuable training for the little people is found in paper cutting, both eye and hand being equally employed. Obviously, the pupils must be able to cut with facility before they can produce definite forms to represent the objects of which they are thinking.

In order to obtain this ability to use the scissors easily, hectographed copies can be used, the pupils being allowed to cut them out accurately on the lines.

After a few attempts to cut strips and squares, which do not possess any very absorbing interest for the average child, supply them with subjects that would be too difficult for freehand cutting at this stage but will have such positive forms that any mistakes are visible to the most inexperienced workman.

There will be no trouble found in awakening memories of the most popular amusements and occupations of the last long vacation, and these memories will furnish abundant material for the manual lessons.

playing, or doing the thing decided upon; the second part to be devoted to freehand cutting without outlines of the toys or tools used. The objects cut freely will look much the simplest work, but they should only be attempted after the pupils have learned to control the scissors easily.

If baseball has been selected as the subject for the first lesson, obtain pictures of three or four ball players from magazines or newspapers. Trace the outlines carefully and transfer to a sheet of writing paper. Go over the lines with hectograph ink, and get enough copies from the three or four pictures to supply the pupils with two or more each. The copies for the children may be taken on the regular drawing paper.

When the lesson is given, have the pupils cut the sheet of paper so that each figure will be separate. Then show them how to cut away the surplus paper, that the outlines may be more easily reached.

Help the pupils to cut slowly and carefully, and emphasize the fact that any accidents of running over lines will mar the figures.



HOOPS AND TIPCAT.

The most popular amusements are likely to have been baseball amongst the larger boys, tip-cat, or, as many of the children will know it, "peggy," for boys of all sizes, and hoops for both boys and girls.

Among the more serious occupations, that of gardening is likely to have been prominent as the result of the many school gardens now conducted.

Another memory that will furnish material is the summer's outing which most of the children will have had, varying from the extended tour to mountains or seashore to the day's outing at the park or with the Sunday school.

Divide the work into two parts, the first to be cutting out hectographed outlines of the figures

When the people are all cut, exchanges may be arranged among the pupils so each may have the subjects preferred, and if one figure proves more popular than the others have the best cutting laid on a sheet of paper and marked around so that an extra supply may be had. These cuttings can be mounted upon a different colored paper and make very attractive sheets. A number of subjects may be treated in this way before any freehand work is attempted.

If baseball has been the material for one of the first outlined lessons, have the ball and bat as the subject for one of the freehand.

Possibly some boy will lend a bat and ball for the occasion; if not, make a drawing of them on

the blackboard; do not trust to the children remembering how they look, for it is very possible that they never looked at them carefully enough to know anything about the shape.

Have each pupil decide how he can cut those two objects from his sheet of paper to the best

the narrow strip of paper without tearing. The stick is simple.

With the gardening we have all the tools to cut freehand,—the spade, the rake, the hoe, the trowel.

Then we can add many of the products, such



HOEING.



THE GARDENER.

advantage,—to have the subjects as large as he can, and to waste as little paper as possible.

Cut slowly and carefully, comparing the work all the time with the object they are working from. When these are cut they may be mounted with the figures playing the game, and a very complete sheet obtained.

The tipcat, or peggy, and the stick it is driven with will prove a simple subject.

A little more dexterity will be needed to make the hoop at all round, and it will require more delicate handling to cut away the centre and leave

as beets, carrots, and turnips. Probably some of the expert workmen would like to attempt cutting a plant growing, such as Indian corn or a dahlia.

If the experiences of the vacation trip are used we shall have boats and shells and seaweed from the shore, and teams and hills and trees from the mountains.

By connecting this work with vital interests we shall give our pupils all the manual skill that is possible, and the lessons can be made most interesting and instructive along the lines chosen.

The Teacher.

BY ANNIE L. LANEY.

A little flock of frightened birds
Came chirping to my door—
I bade them enter,
Shy they fluttered in;
Some eyed me wond'ring,
Some wild-eyed with fear
With useless beating hurt their pretty wings—
All looked to me for shelter and for love.
And are my wings, thought I,
So broad and strong
As to enfold these birdlings safe and lead them far?
I feared my strength, alone—so prayed a prayer:
Strong be my wings, O Lord,
And swift their flight,
Unerring be their pathway to the Light;
Help me to teach my little birds to fly
Upward, where Thou art, God most high.

HISTORY IN THE FIRST GRADE.

BY RACHEL ELIZABETH GREGG,

Cape Girardeau, Mo.

SHELTER PROBLEMS.



HE work during part of the first grade groups around the shelter problems, not because the need for shelter is prominent in the child's consciousness, nor because it corresponds to the development of the race, but because more of the child's experiences are involved in the home, its activities, and the occupations related to it. Through these experiences we should develop an education which will reach into the home and the life of the child.

During the first week of school, the talks which form part of the language period should be based upon the family group. These talks are carried on in an informal manner, the children sitting on the circle with the teacher, who guides and controls the conversation, helping to bring out the shy and to organize the thoughts of the more active through skilful questions. This is a subject which is familiar to each child, and its use will gradually draw him into the general discussion.

This mother play song forms the basis for these talks:—

This is the loving mother,
Always good, always dear;
This is the busy father,
Always brave, full of cheer;
This is the merry brother,
Grown so strong and tall;
This is the gentle sister,
This is the baby small;
Here, then, they all together
Gladly meet, gladly meet;
Here is the happy family,
All complete, all complete.

Other finger games are also given, first, to provide those children from the kindergarten with some familiar work; second, to furnish those children who have not had the kindergarten work some of the valuable elements which these games include. They are especially helpful to the little fingers and muscles in gaining control and strength. The home group is first discussed. Through this the names of all the members in each home are learned. This knowledge is needed by the teacher to aid her in understanding each child, and it is gained in the most natural way. The different members of the family then become successively the centre of attention. First of all comes the loving mother, with her many duties and loving service to each member of the family. Through the questions of the teacher the child is made to feel the love and care which is the mother's constant thought. Children accept life without any questions, without any thought as to the love and service given them. This is

according to their nature and development. But the child who never becomes conscious of this love and service, who always accepts these as his just due, is in danger of developing a narrow, selfish manhood or womanhood. He needs gradually to be impressed with those services which first the home and then the community gives him.

The children study and memorize the stanza:—

Hundreds of stars in the pretty sky;
Hundreds of shells on the shore together;
Hundreds of birds that go singing by,
Hundreds of birds in the sunny weather.
Hundreds of dewdrops to greet the dawn;
Hundreds of bees in the purple clover;
Hundreds of butterflies on the lawn;
But only one mother the whole world over.

Thus day by day talks should be about mother, father, brother, sister, and baby. Sentences should be written upon the board each day, and some appropriate verses read.

Here are some attractive rhymes:—

All my toys are dear,
But my dolly, pretty Molly,
She's the one I love
Best of all, and she's my dove;
She's my darling child,
And I love her, just as mother
Loves dear Tom and me;
Mothers always do, you see.
—French Folksong.

Bye-low, bye-low,
Baby's in the cradle sleeping;
Tip-toe, tip-toe,
Still as pussy slyly creeping,
Bye-low, bye-low,
Rock the cradle, baby's waking,
Hush my baby, oh!
—Alys Bentley's Song Primer.

The children should memorize the old German lullaby:—

Sleep, baby, sleep!
Thy father watches his sheep,
Thy mother is shaking the dreamland tree,
And down falls a little dream on thee;
'Sleep, baby, sleep!

Sleep, baby, sleep!
The large stars are the sheep!
The little stars are lambs, I guess;
And the gentle moon is the shepherdess.
Sleep, baby, sleep!

Sleep, baby, sleep!
Our Saviour loves his sheep;
He is the Lamb of God on high,
Who for our sakes came down to die.
Sleep, baby, sleep!

—Bulletin.

BRUSH WORK AND CUTTING.—(I.)

BY MARY ELLASON COTTING.

[To Accompany Observation Lessons Upon the Norway Maple.*]

EXERCISE I.—OCTOBER.

In October, when the leaves fall, direct each child to bring in a leaf, of which he must give an oral description, after carefully examining it.

If the quantity and variety of material admit, of course each child should express his individuality in coloring. Unless the class came from kindergarten, it will be wiser to have the



Norway Maple.

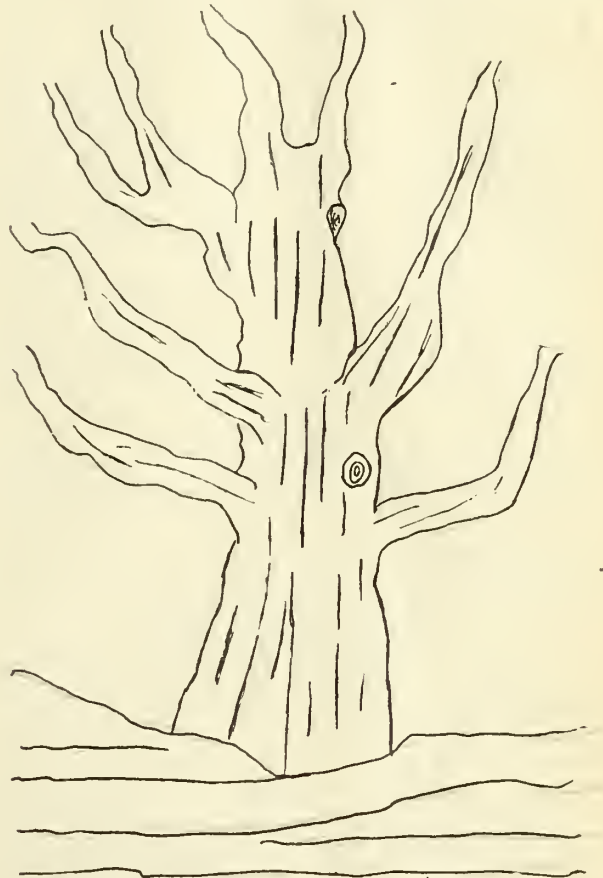
Autumn

After this—perhaps upon another day—give an outline-picture of a leaf and let the children color it. If it is not possible to let each child reproduce the color of the leaf which he brought, let the class decide what color the leaf shall be painted.

EXERCISE II.—OCTOBER.

From the leaves collected select one which some child may pin upon the board. Another child draws an outline of this upon another board. Several children who volunteer may place more leaves around the first one, each leaf added being pictured, until a design is completed. When the time comes for painting, each child is provided with a leaf, and by tracing reproduces the design upon the board. This is of course washed in.

*September American Primary Teacher.



Winter Norway Maple.

first design developed as a "company" one.

EXERCISE III.—NOVEMBER.

In November collect ripened keys, and develop a painting lesson with one just as the lesson with one leaf was developed.

EXERCISE IV.—NOVEMBER.

Using many keys, develop a design, each child to develop his own and draw it upon paper. If not possessed of skill sufficient to draw "free" pictures, let the "key-picture" be produced by tracing, and wash in with the proper color.

EXERCISE V.—DECEMBER.

In December, after having noticed the bare trees and the branching peculiar to the maple, present an outline of a tree which grows in the neighborhood, and have it washed in. The painting may be preceded by a filling in of outlines upon the blackboard.

The aims of education should be the development of noble manhood and womanhood and of efficiency in civic and social service.—A. E. Winship.

Books for Teachers of First Grade.

SELECTED BY RACHEL ELIZABETH GREGG,
Cape Girardeau, Mo., for Bulletin.

*In the Child's World.....Emilie Poulsson
Paradise of Childhood.....Edward Wiebe
Kindergarten Stories and Morning Talks...S. E. Wiltse
How We Are Clothed.....Chamberlain
How We Are Fed.....Chamberlain
How the World Is Fed.....Carpenter
*Seat Work and Industrial Occupations,
Gilman and Williams
Hand Work for Kindergarten and Primary Grades,
Jane Hoxie
Plan Books for Primary Grades.....Marian George
Bulletin, Macomb State Normal, 1907.

SONG BOOKS AND GAME BOOKS.

*Songs of the Child, No. I.....Gaynor
Songs of the Child World, No. II.....Gaynor
Lilts and Lyrics.....Jessie Gaynor
Merry Songs and Games.....Hubbard
Holiday Songs.....Poulsson
Songs and Games for Little Ones.....Walker and Jenks
Songs in Season.....Marian George
Songs and Music of Froebel's Mother Plays.....Blow
Song Primer.....Alys Bentley
Eleanor Smith's Music Primer.
*Children's Singing Games, Old and New,
Mari R. Hofer
Popular Folk Games.....Mari R. Hofer.
The Folk Dance Book.....C. W. Crampton
Graded Games and Rhythmic Exercises. Marion Newton

POETRY.

Three Years with the Poets.....Hazard
*Songs of the Treetop and Meadow.....McMurry
Child's Garden of Verse.....Stevenson
Little Folks' Lyrics.....Sherman

*For teachers who can have only limited number of books, these are the most useful.

After-Vacation Lessons.

Set apart a few minutes frequently for a talk about what the children have seen in vacation. First of all, find out who has been away and where he has been.

Give the seaside vacationists a few days in which to tell what they have learned, and, if possible, add a little to their knowledge. The way in which you use what they have learned this vacation will largely determine their next summer's observations.

The supplementary reading of the month should be, so far as practicable, determined by the interests awakened in July and August.

SEASIDE VACATIONISTS.

Among the topics for the seaside vacationists to talk about may be mentioned:—

Fishing:—

Kinds of fish.
Ways of catching fish.
Time of catching different kinds.
Kinds: Deep-sea fishing.
Near-the-shore fishing.
Drying fish.
Cooking fish, etc.

Boating:—

Kinds of boats; kinds of vessels.
Rowing; sails; steering.
The compass; the rigging; the anchor.

Lighthouses:—

Why? Where?
By whom kept?
By whom is the keeper paid?

By the town? State? United States? Why?
Kinds of lights.

All about the light.

Bathing:—

About surf-bathing.
Deep-water bathing.
Ways of swimming, diving, floating, etc.
Dangers of swimming.
How to resuscitate one apparently drowned.

Among the Mountains:—

Name the mountains about your vacation home.
Describe these; draw them if possible.
Give a clear idea of the sides of the mountain.
Describe all the valleys.
Give an idea of the brooks, rills, rivers, and falls.
Mountain and lake fishing.

In the Country:—

About barns and cattle.
Wild flowers.
Fields and gardens.
Grasses and grains.
Birds and squirrels.
Trees and bushes.
Berries and summer fruits.

THE FAIRY WISH-BONE.

BY ELEANOR ROOT.

(Scene.—Room with table, cupboard, chairs.
Small girl sitting disconsolately with her head in her hands. Older girl pouring water into a dish-pan.)

May—Dear! I just wish I had a fairy wish-bone like one I read about in that dear little Dickens book yesterday. I'd take it out and wish, and then all my lessons and work would be done. Wouldn't it be splendid? I can't bear to get at them. (She leans back in her chair and sighs heavily.)

Kate (beginning to wipe the dishes)—Tell me about it, May. I haven't heard a fairy story in an age. Here (putting a tea towel into her hand), tell it to me while you wipe the dishes.

May—All right. (She jumps up and begins to help.) It was about the Princess Alicia, who had a fairy godmother. She was a real princess, but her father was very poor, and she had to do lots of work, and, what made it all the worse, she had seventeen brothers and sisters—not counting the baby, who was very troublesome—and she had to take most of the care of them, for her mamma, the queen, was an invalid. And the twins and the baby were always falling down and bumping themselves, and the princes would hurt themselves on pieces of glass, and get scratched when they teased the cat, and the queen used to have dreadful headaches and burn herself terribly when she was well and did help Alicia. And then her father would say, gloomily: "Where is the wish-bone, Alicia?"

And she would answer: "In my pocket, papa." And then he would sigh and say: "I thought you had lost it, my daughter."

And she would say: "Oh, no, papa!"

"Or forgotten it."

"Oh, no, indeed, papa!" And then he would

groan, but she would keep right on binding up the bruises, and putting the scratches and cuts in cold water, and running for the smelling bottle for her mother, and bathing her head,—and pretty soon everything would come out all right and they would all be happy again. And then she would run upstairs for a minute and tell the duchess—that was her doll—all about it, and whisper what the fairy said when she gave her the wish-bone,—that she could only use it just once, and that must be the right time, or it wouldn't come true; and then the beautiful duchess would smile and bow approvingly.

And so things went on, till one day the princess' father, the king, came in very sad, and he sighed and acted so dejected that all the princes and princesses crept away to bed,—all except the baby,—and then the Princess Alicia had time to ask him what was the matter, and he said it was because he was so poor.

And the princess asked him if he didn't have any money at all. And he said: "Not any." And then she asked him if there wasn't any way to get any, and he said: "None, my child, till next quarter-day. (That was when he got paid.) I have tried everything."

Then the Princess Alicia commenced putting her hand into her pocket, where she kept the fairy wish-bone, and said: "Papa, I think this must be the right time to wish, when everything's been done that can be done!" And she took it out and wished that it was quarter-day. And immediately it was quarter-day, and her father's salary came tumbling down the chimney, and landed in a shining heap at her feet, and then the fairy godmother flew through the window and said: "Alicia, how do you do? I hope you are well; give me a kiss." And she waved her hand, and all the seventeen princes and princesses came in dressed in beautiful clothes that she had put on

them while they were sleeping, and the baby could walk alone and didn't have to be rocked any more, and Alicia's mother walked in just as well as could be,—and a handsome prince. I forgot just how this came in, but anyway, Alicia married him, and they were happy ever afterwards,—and that's all, except, oh, yes, the fairy godmother said that after that there should be eight quarter-days in every year except leap year, and then there should be ten!

Kate—That's a beautiful fairy story,—why, you've got all your dishes wiped, haven't you?—and there's one thing I noticed about it particularly.

May—What?

Kate (handing her a dusting brush)—Why, that the fairy wish-bone wasn't to be of any use unless it was wished for at the right time. And the right time,—when was that, May? (May is silent as she dusts away vigorously.) That time was when the Princess Alicia saw that everything had been done that could be done possibly, without calling for help. I don't believe that if she had wished for the work to be done when she could do it, or the children's bruises to be bound up when she could bind them, or her mother's head to be bathed when she could bathe it, that her wish would have been granted, do you, dear?

May (positively)—No, I don't.

Kate—So just think how your fairy wish would have been thrown away if you had had one! And here are your dishes all wiped, and your dusting done, and nothing left but your little room to sweep and your lessons to get!

May—Why, I feel just like sweeping and getting at my lessons now. And to think how I was dreading them all! I believe I work lots harder dreading things than I do doing them.

Kate—A great many people do, my dear, (She hands May a broom, who takes it and goes off humming cheerily.)

NATURE GEOGRAPHY FOR PRIMARY GRADES.

BY M. J. ABBEY, SUPERVISOR OF NATURE STUDY,
Utah Normal School.



THE work in weather study in the primary grades must necessarily be very simple at first. The children have no idea of direction or the causes of the different phenomena.

A blackboard record if properly kept is the best method of teaching the subject of weather. Frequently, however, this becomes monotonous to the teacher, as well as to the children. The value of the study is entirely lost. If any good is to be derived from such a study, the child's interest must be maintained. Observation out of doors under the teacher's direction, children recording the data themselves, correlating this data with other subjects, comparing the data from day to day, requiring observations at home, the introduction of a story or myth are some of the means by which interest may be maintained and profit derived. The following outline is intended for

the first three grades. It admits of modifications to meet the ability of the children. The child mind delights to play with heavenly bodies. The cultivation of this tendency is of far greater value than the learning of cold facts:—

GENERAL OUTLINE.

I. (1) Location and direction; (2) day and night; (3) time; (4) direction of the wind; (5) condition of the sky; (6) weather calendar; (7) heat and the sun; (8) the thermometer; (9) clouds; (10) rain; (11) frosts; (12) ice; (13) snow.

HOW TO TEACH.

1. Location and Direction.—The first lesson should be out of doors, where the fixed directions can be taught. This should be as early in the morning as possible. Note where the sun rises and where it sets. Associate with these two points the names east and west. To develop the points north and south, face the children toward

the east; the left hand will be toward the north and the right hand toward the south. Have them face toward the west, point toward the different directions. Give exercises in locating places on the school ground, nearby buildings, directions they must walk to reach home, make a map of the school ground, locating objects, draw a line east and west and one at right angles to it.

2. Day and Night.—Associate day and night with the time the sun rises and sets. Recall to their minds what they were doing at 7 o'clock on a summer evening. What can they do now? From this the children will see the necessity for divisions of time. To tell shorter divisions of time, we have the clock. Teach them how to tell time by the clock. Before the clock was invented people observed the shadows of objects. Observe the shadow of some object at various times of the day.

3. Direction.—When the directions are known it is easy to teach the directions of the wind. Tie some strings or pieces of cloth to a pole and note which way they move. Watch the direction smoke moves. Call their attention to weather vanes. Note that the weather vane points toward the direction from which the wind comes. With a knitting needle, piece of cardboard, and a block of wood they will be able to make a weather vane. Teach them to estimate the velocity of wind by using such terms as calm, light, moderate, and strong. Associate cold weather with a north or east wind, and warm weather with a south or west wind. Which winds bring a storm? Uses of wind, as windmills, sail boats, carrying seeds, moving clouds, flying kites, etc.

4. The Condition of the Sky.—This is closely associated with the study of clouds. Young children, however, are not able to grasp the more difficult terms, hence this topic is introduced. Take the children out of doors on a bright day when light clouds are floating in the sky. Ask questions which will arouse their interest. What color is the sky? What color are the clouds? Are they ever any other color? What? When? Did you ever see the sky when there were no clouds? What part of it is covered now? Are they moving or standing still? In what directions do they move? How far away do you think the clouds are? Do they ever appear to be near us? Perform simple experiments to show what clouds contain.

5. Weather Calendar.—After the above lessons have been taught, the weather calendar should be introduced. An ordinary large calendar may be used. Draw a line through each space, the upper half to be used for the morning record and the lower half for the afternoon record. Colored crayon will show the condition of the sky, arrows the direction of the wind, and letters the velocity of the wind. Later the thermometer reading can be added. Such a record will serve for the greater part of the first year. As further observations are made, a blackboard record will be necessary. This should be in a part of the schoolroom where the children can see it, and should cover a record of four weeks.

6. Heat and the Sun.—Call attention to the changes that come with sunrise, as light, heat, activity of man, birds, domestic animals. What do we get from the sun? When is it warmer, in the day time or at night? In the early morning, at noon, or late in the afternoon? Why? In what part of the heavens is the sun at these different times? Is the sun in the same place each day at the same time? Make a chalk mark on the floor where the sunbeam falls each day at a given time. Note the length of shadows. Is the shadow growing longer or shorter? Is it growing warmer or colder each day? In a ravine which runs east and west, on which slope are the earliest flowers to be found? On which side do we find the most vegetation? Snow remains the longest on which mountains? Why? Which side of the school building is the warmest at different times of the day? Illustrate how light and heat came to us by throwing a pebble in water. Give the children a general idea of our distance from the sun. Compare the earth and sun as to size, using objects.

7. Reading the thermometer will add interest to the above study. Place it in different parts of the room, in the sun and in the shade, in warm water and in cold water. Note from the board record that the temperature is lower as winter approaches.

8. Cloud study should for the most part be out of doors with the class as a whole. In the morning the clouds are often in layers near the horizon, and we call them stratus clouds. Later in the day they form great masses which resemble white wool. We call them cumulus clouds. When they are far away and very light we call them cirrus clouds. When very gray, and heavy with rain falling, we call them nimbus clouds. With small children the names bank clouds, wool clouds, feather clouds, and rain clouds should be used. The children should discuss how far away the clouds are, what holds them up and makes them move.

9. Forms of Water.—The study of rain should be more thorough than the previous work on weather. Simple experiments should accompany this work. Call attention to what happens to the rain after it falls. Plants, animals, and men use it. It washes the earth, cools the air, fills the wells, makes the streams flow faster, and causes seeds that we have planted to germinate. Discuss the damage often done by heavy rains. Show them that heat changes water into steam and vapor, and that vapor forms clouds, dew, and frost; condensed clouds form rain, snow, and hail. Place some water in a saucer, and note that in time it disappears. Why do we hang clothes out in the air? Heat some water and hold a cold piece of glass in the steam. Breathe on a piece of cold glass. What forms on the ice pitcher? Note what is happening on the roof of a building after a rainstorm. Show how rain becomes frost and snow. How a snowstorm may suddenly change to a rainstorm. The study of a river and river valley may be brought in at this place. Different forms of clouds should be drawn, amount of rainfall estimated.—Utah Educational Review.

PRIMARY STUDIES IN LITERATURE.—(II.)

BY ANNA WILDMAN.

THE KITTEN AND FALLING LEAVES.

SEE the kitten on the wall,
Sporting with the leaves that fall,
Withered leaves,—one, two, and three,—
From the lofty elder tree!
Through the calm and frosty air
Of this morning bright and fair,
Eddying round and round, they sink
Softly, slowly; one might think,
From the motions that are made,
Every little leaf conveyed
Sylph or fairy hither tending,—
To this lower world descending,
Each invisible and mute,
In his wavering parachute.
But the kitten, how she starts,
Crouches, stretches, paws, and darts!
First at one and then its fellow,
Just as light and just as yellow;
There are many now,—now one,—
Now they stop and there are none;
What intenseness of desire
In her upward eye of fire!
With a tiger-leap halfway
Now she meets the coming prey,
Lets it go as fast, and then
Has it in her power again.
Now she works with three or four,
Like an Indian conjurer;
Quick as he in feats of art,
Far beyond in joy of heart.
Were her antics played in the eye
Of a thousand standers-by,
Clapping hands with shout and stare,
What would little Tabby care
For the plaudits of the crowd?
Over happy to be proud,
Over wealthy in the treasure
Of her own exceeding pleasure!

—William Wordsworth.



WILLIAM WORDSWORTH was a poet who lived in a beautiful part of England. From his home he could see clear lakes, wide moors, and rugged mountains. He had a great love for these things as for all nature. No natural object, indeed, was too small, too slight to interest him. This poem shows us that even the joy of a kitten as it sported with falling leaves could give him pleasure.

The poet here is talking to his baby daughter Dora. After we have read his lines, we must set our imagination to work until we see and hear and feel as nearly as possible what the father and his little girl saw and heard and felt. We may not be able to do this very well, but in trying to do it we shall at least form a picture of our own which will help us to appreciate the poem.

What time of year is it in the poem? How can we tell? What time of day is it? What kind of morning does the poet call it? What color, then, is the sky? Do you see any clouds? Does the air feel cool or warm? Does it feel dry or damp? Is it still or windy? How do we know that there must be a light breeze? Draw a picture of the

wall and the elder tree. What does the wall separate? Of what is it made? What color is it? Does it feel rough or smooth? Cold or warm? How high is it? Imagine that you are standing near it, watching the kitten. On what are you standing? What color is it? How would it feel if you touched it? What do you see scattered on the ground? What color are the leaves? What is the shape of an elder leaf? ["The common elder tree of Europe is a large shrub or small tree with large compound leaves." Each leaf section is long and slender.] How near to the wall is the tree? Is it in sunlight or shadow? What is the kitten's name? What does this tell us about her color? Can you draw her picture? How does her fur feel? Show how the leaves go "eddy round and round." Can you hear them fall? What is a sylph? [A fairy whose home is in the air.] Write a short story about a sylph that was brought down to the earth in an autumn leaf. Show how the kitten "crouches, stretches, paws, and darts." Why is the leaf called the kitten's prey? What is an Indian conjurer? [A native of India who performs sleight-of-hand tricks.] Can you describe any of his tricks? What are feats of art? Why does the poet say the kitten has "joy of heart"? Would the conjurer perform his tricks just for the pleasure of it? Why does he perform them? Would the kitten play if there were no one to see her? Is happiness a kind of wealth? Write a composition about a kitten that you have watched at play.

Very few of Wordsworth's poems are sufficiently simple for little children. All the more should we make use of those which they can understand to introduce them to this great poet of nature and of joy.

He Had Said It.

A teacher has the habit of saying, when she discovers a pupil whispering: "Have you anything to say? If so, say it to the school." It works to a charm.

A young teacher, who had heard that done by her senior with good effect, thought she would try it.

Emory was whispering.

"Emory, have you anything to say?"

"No, I've said it."

The principle to which I endeavored to conform all my conduct was as follows: Endeavor, first, to broaden the children's sympathies, and, by satisfying their daily needs, to bring love and kindness into such unceasing contact with their impressions and their activity, that these sentiments may be ingrafted in their hearts; then try to give them such judgment and tact as will enable them to make wise, sure, and abundant use of these virtues in the circle which surrounds them.—Pestalozzi, on his work at Stanz.

TIMELY TOPICS.

MEMORIES OF VACATION.



OR vacation—however we have spent it—is now only a memory. Over the whole land the little people are all back to work. With a creak of its long-unused hinges the great school door has swung open once more for the happy-hearted children, and it is a great sight to see them entering in to find the new desk and the new task, possibly the new teacher. What interested me most in vacation was not the beautiful Hudson river, nor the White mountains in New Hampshire, nor the fine old Narragansett bay, nor the great monument where Burgoyne surrendered, delightful as these and many other scenes were. No; it was to see the charming summer play-times planned for the hundreds of children who could not get away for a vacation, but who had vacation brought to them in their own school grounds with swings and sand-piles and a score of other things that children enjoy. Blessings on the head and heart of those who stayed and worked to make childhood happy!

A THOUGHT OF PITY.

I can never forget one experience of vacation. Our train pulled up at a country station to take on a great company of children who had been out of the heated city for a day in the fields and woods, and to lunch under the boughs of some great old ash. How happy they all seemed! But a large number of them were so crippled that they had to use crutches. Some could get up the car steps alone, though very slowly; but others had to be carried in the strong, kind arms of the brakemen. I never saw so many crutches at any one time in my life. My heart was touched as I thought of children who probably would never be able to walk without some support. And yet these children were as chipper as any of the rest. They were not moping and repining, but happy because they had had a joyous day in the country; and they taught me a lesson of patience and gladness that I will ever remember.

PRESIDENT TAFT'S OUTING.

The President did not have much of a vacation, as he had Congress on his hands, and could not leave Washington until it adjourned. So he was cheated out of many a good game of golf, which is his favorite game. And now he is out on a long journey of six weeks to meet and talk with the people of many of the states, chiefly those of the great Middle West and the Pacific slope. Such a journey will have real pleasure in it for the President, for he loves to meet folks; but it will also mean hard work, for it is not easy to speak to crowds every day for six weeks. But he is able for it, for he is not afraid of work. And he will have many a message for the people that will be worth their hearing. The President believes in the greatness of these days, and is trying to do some great things. If he shall be able to carry out his plans, he will ever be thought of as one of our many great Americans.

THE FLIGHTS OF THE BIRD-MEN.

The aviators have been very busy this year, and have shown us something of what can be done with the flying-machine. One flyer has gone up higher than any one has done before, over two miles. Another has flown over the long distance between St. Louis and New York, the longest flight yet made. And now another is trying to fly across the continent, beginning at San Francisco and ending at New York. I would not be surprised if he should be able to do it. It seems a dangerous sport, and many flyers have lost their lives. But that does not seem to frighten the others; it will only make them more careful—perhaps! It must take a good deal of courage to be a bird-man. But from the crowds who go to see them it would seem that people like to see them take all the risks.

LESSONS FROM THE PAGEANTS.

What is called the "pageant" is becoming more and more a feature of our land and time. It is a great living picture of some event in our American life that will interest the people. Taunton (Mass.) had a pageant recently representing scenes of the coming and landing of the Pilgrims. And Fitchburg (Mass.) has had one showing Columbus discovering and landing on this western world. They are said to have been well carried out, and gave delight to the thousands of people who went to see them. This is a great day for instructing people through the eye, and lasting impressions of important events may thus be made through the pageant. But it must be made as much alike the original scene as it can be, or it will seem cheap and tawdry.

GERMANY AND FRANCE ARE OUT.

There has been a great fear in Europe that Germany and France might go to war about Morocco, where France has been very active lately, much to Germany's dislike. But everything is being done to prevent war between them, as such a war both on land and sea would be terrible. Thousands of harmless human lives would be sacrificed in such a struggle, and not for a noble cause on either side. Let us hope that such a disastrous thing as such a war would be may not happen. Of all the many kinds of fever that afflict the race, the war-fever is the worst. And it seems the hardest to deal with. But the time will come—we cannot tell just how or when—when peace will triumph over war. For such a good measure everybody must work and pray.

QUESTIONS.

1. How did you spend your vacation? 2. Where? 3. What do you remember best about it? 4. What was your chief pleasure? 5. What did some people plan for children who could not get away? 6. What did you do to make others happy?

1. Are you glad you do not have to use a

FRIDAY AFTERNOONS.

Old Jack Frost.

OLD JACK FROST he kissed a raindrop,
Said: "How sweet you are!"
Changed it to a shining vesture
Shapen like a star.

Old Jack Frost he kissed the window,
Said: "I'll paint your face"—
Covered it with scenes of wonder
Delicate as lace.

Old Jack Frost he kissed the nut-burrs,
Said: "I'll open you!"
Cracked the prickly heavy covers,
Let the fruit peep through.

Old Jack Frost he kissed the garden,
Ah, the roses sighed!
And the pansies and the woodbine
Paled, and drooped, and died.

Old Jack Frost he kissed my fingers
And my ears and nose,
And lo! they straightway took the color
Of a red, red rose.

—Susie M. Best.

Wind Children.

HOPPING and skipping along the lane,
The little wind children have come again;
Brown and crimson, from tree to tree
They dance and rattle in elfin glee;
Over the pathway and down the street
I hear the click of their velvet feet,
Wind of the autumn, blowing them by
In some brown hollow at last to lie!

The little wind children have come to town,
Crimson of maple and oak leaf brown;
Chasing and racing, away they go
Along the gutters and round the row;
Far in the forest they fall and float
On the viewless winds like a sailless boat,
Rustling and snuggling, when night brings dream,
On their ferny bed by the woodland stream!

—The Baltimore Sun.

How the Leaves Came Down.

I'LL tell you how the leaves came down.
The great tree to his children said:
"You're getting sleepy, Yellow and Brown,
Yes, very sleepy, little Red;
It is quite time you went to bed."

"Ah!" begged each silly, pouting leaf,
"Let us a little longer stay;
Dear Father Trec, behold our grief,
'Tis such a pleasant day,
We do not want to go away."

So, just for one more merry day
To the great tree the leaflets clung,
Frolicked and danced and had their way,
Upon the autumn breezes swung,
Whispering, all their sports among:—

"Perhaps the great tree will forget,
And let us stay until the spring,
If we all beg, and coax, and fret."

But the great tree did no such thing;
He smiled to hear their whispering.

"Come, children, all, to bed!" he cried;
And ere the leaves could urge their prayer,
He shook his head, and far and wide,
Fluttering and rustling everywhere,
Down sped the leaflets through the air.

I saw them; on the ground they lay,
Golden and red, a huddled swarm,
Waiting till one from far away,
White bed clothes heaped upon her arm,
Should come to wrap them safe and warm.

The great, bare tree looked down and smiled;
"Good night, dear little leaves," he said.
And from below each sleepy child
Replied: "Good night," and murmured:
"It is so nice to go to bed."

—From Verses by Susan Coolidge. Copyright, 1880, by
Roberts Brothers.

Captain Jay.

CAPTAIN JAYBIRD wears a helmet,
And a soldier's suit of gray;
He's a leader, bold and fearless,
Brave commander, Captain Jay!

Captain Jaybird's sword is trusty,
Shrill his note of triumph gay,
Always victor, proud and boastful—
Little robin, keep away!

He's a hero, strong and mighty,
Striking fiercely in the fray,
Last in peace and first in warfare,
Brave commander, Captain Jay!
—From the "Cycle of Birds," Book Two.

The Story of Flour.

BACK of the bread is the snow flour;
Back of the flour is the mill;
Back of the mill the growing wheat
Nods on the breezy hill;
Over the wheat is the glowing sun,
Ripening the heart of the grain,
Above the sun is the gracious God,
Sending the sunlight and rain.

Blow! wind, blow! Go! mill, go!
That the miller may grind his corn,
That the baker may take it,
And into rolls make it,
And bring us some hot in the morn.
—Author unknown.

In Our Lane.

THERE'S a little gray bird in the apple tree,
And every day
When I go to play,
I stand for a minute to hear him sing,
And I peek for the nest where the apples cling,
And look for his home that he's hid from me,
Where the big red apples cling.
And early, early, when daylight comes,
I watch the sun-
Flecks, one by one.

I lie for a minute and think how sweet
 It is to live in this little street,
 With a pretty bird to feed with crumbs,
 And a boy next door, and things to eat.
 Once mother said: "Who loves you true?"
 I didn't say
 Just right away,
 But stood for a minute, then said: "Oh, yes:
 The cunning little gray bird, I guess!"
 But I don't think mother meant that; do you?
 —Marie L. Van Vorst, in *St. Nicholas*.

In China.

YOU have silken clothes to wear,
 Wee Lee Wee,
 And the queerest style of hair,
 Wee Lee Wee;
 It is such a pity, too,
 Do you know, if I were you,
 I just wouldn't wear a cue,
 Wee Lee Wee.

You have little slanting eyes,
 Wee Lee Wee,
 But you look extremely wise,
 Wee Lee Wee;
 For a little foreign lad,
 And the training you have had,
 You are really not so bad,
 Wee Lee Wee.

—From the "Cycle of Foreign Lands," Book One.

Merry Sunshine.

GOOD morning, Merry Sunshine,
 How did you wake so soon?
 You've scared the little stars away
 And shined away the moon.
 I saw you go to sleep last night
 Before I ceased my playing;
 How did you get 'way over there?
 And where have you been staying?"

"I never go to sleep, dear child,
 I just go round to see
 My little children of the east,
 Who rise and watch for me.
 I waken all the birds and bees
 And flowers on my way,
 And now come back to see the child
 Who stayed out late at play."

—Anonymous.

The Grasshoppers' Croquet.

FOUR little grasshoppers, one fine day,
 Hopped on the lawn to play croquet.
 "We can't use mallets and balls," one said,
 "But we'll play a game of our own instead;
 We'll hop through the wickets ourselves and
 see
 Whether I beat you or you beat me."

So hippity-hop they went around,
 Through all the wickets upon the ground,
 Till the one who was leading made a jump,
 And hit the home stake, bumpity-bump!
 Then out came Johnny and Bess to play,
 And four little grasshoppers hopped away.

—Selected.

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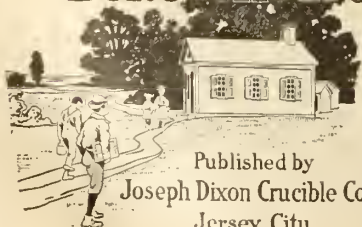
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The Little Red School House



Published by
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N. J.

If a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pays the best interest.

—Franklin.

The members of the board, superintendents, and teachers should all be in a position to judge intelligently on the merits of school supplies.

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BOOK TABLE.

THE CULTURE READERS—BOOK ONE. By Ellen E. K. Warner, Pd.D. Edited by Jennie B. Merrill, Pd.D., formerly director of kindergartens, New York city. 128 pp. 12mo. Cloth. Price, 30 cents.

MANUAL FOR TEACHERS. By Ellen E. K. Warner. 72 pp. Stiff paper covers. Price, 25 cents. New York: Charles E. Merrill Company.

Mrs. Kenyon-Warner is not a stranger to the school people of the country. She has been a vigorous writer for the educational press for several years. She always writes from a sense of conviction, and she has the courage of her convictions. She has made a series of Readers from the standpoint of culture effect. This series was first published in 1904, and her method of teaching children to read has given it a firm hold on the schools. Book One has been entirely reset with thirty-three pages of new reading matter and thirty-five new pictures. The text of the Culture Readers has, from the start, a definite value. Book One opens with sixteen pages of nursery rhymes. Even the earliest reading lessons have a specific theme, and the child reads for the thought, not the words merely. There are humorous stories, songs and games, as well as stories of animals and children at play. Ethical lessons are suggested in many ways. The text gives material for dramatization, and there are several pages of dialogues. Books Two and Three carry on the definitely-organized course, and leave the child equipped to read easily and intelligently.

The new Manual for Teachers is a valuable adjunct to the series, for it makes clear the purpose and the method of the series, and guides the teacher in both the study of the words and the development of reading power in the children.

THE AMERICAN SCHOOL READERS—PRIMER. By Kate F. Oswell and C. B. Gilbert. New York: The Macmillan Company. Cloth. Illustrated. Price, 30 cents, net.

This is a beautifully illustrated Primer, with good type and a good page for little children to read. Several of the pictures are full-page and in colors. The distinguishing feature of the Primer is that it is a continued story from start to finish. The same children, with their friends and pets, appear throughout the story. The children are doing the things that interest children most in the doing, so that the interest is sustained from first to last. The story has to do with the home, the neighborhood, the park, the city, and other places where children like to go.

Dr. Gilbert has been one of the best city superintendents in the country. St. Paul, Newark, and Rochester schools were first given national interest by his administration, and in this Primer he has heroically worked out in detail all the ideas that were idealized in his schools. For instance, he dares to omit all phonics, on the ground that a primer should not attempt to teach any elaborate analysis of words into their sonant elements.

THE RIVERSIDE READERS—SECOND READER. By James H. Van Sickle and Wilhelmina Seegmiller, assisted by Frances Jenkins, of Decatur, Ill. Illustrated by Clara E. Atwood. Boston New York, and Chicago: Houghton Mifflin Company. Cloth. 192 pp.

All too often a Second Reader merely marks time, merely presents selections a little more difficult and of a different variety, but these authors realize that the boys and girls have really grown much in a year, that they have not only learned how to read better but that they have broader interests, that a new class of stories appeal to them and the book skillfully meets these broader interests.

The authors appreciate how much more readily a child reads sentences when they tell him something that he is really glad to be told. They utilize the notion of "interest" in a sensible and attractive way.

These little people are not craving information but rhythm and imaginative inspiration, and here are authors who positively dare to give the little people just what they crave and they have the wit to find more than fifty fairy tales that are not in the other school readers. We had come to think that possibly there wasn't anything but "The Little Red Hen" and "The Three Bears" and their universal companion pieces, but there are at least fifty stories wholly or partly new. There is a Little Red Hen, but we scarcely recognize it in its new dress.

Pedagogically there is a list of the words requiring special drill, and also a complete vocabulary and a table of phonograms and consonant sounds.

THE PUPIL'S ARITHMETIC. Books Three and Four. By James C. Byrnes, board of examiners, New York city; Julia Richman, district superintendent, New York city, and John S. Roberts, principal, New York city. New York: The Macmillan Company. Illustrated. Cloth.

It would not be easy to find three people equally well qualified to make a series of arithmetics for the achievement of results in school. A four-book course lends itself to their purpose, which is born of their experience. There are more devices for awakening and retaining the pupil's interest in practice in processes than we have seen in any book. They will all appeal to every teacher as definitely helpful without in the least taxing the teacher's time or effort. It is in itself a great accomplishment to add so materially to the efficiency of teaching without in any wise increasing the burden of the teacher.

KING'S ELEMENTS OF WOODWORK. By Charles A. King, director of manual training, Eastern high school, Bay City, Mich. New York, Cincinnati, and Chicago: American Book Company. Cloth. 156 pp., with illustrations. Price, 60 cents.

Nowhere is woodwork done more satisfactorily from the standpoint of education than in Bay City, and to Mr. King belongs the credit of making it what it is. This book has all of his genius embodied in direc-

tions for teaching. It contains ninety-nine half-tone and line engravings; it deals with the growth, qualities, and uses of the different kinds of wood, and the manufacture and care of lumber, from the first steps in logging to kiln drying. There are chapters upon the selection, care, and use of the important types of woodworking tools, the manufacture and use of glue and sandpaper, and the different materials and methods used in staining and finishing woods. If facility is acquired to care for and use the tools described in this book, little difficulty will be experienced in the use of other and more complex tools of the same type. This book is adapted to the student of manual training, the apprentice and the amateur woodworker, and should find a place in every institution in which elementary woodwork is taught.

THE CORN LADY. The story of a country teacher's work and farm arithmetic problems. By Jessie Field, county superintendent, Page county, Ia. Chicago: A. Flanagan Company. Cloth. Illustrated. Price, 50 cents.

The best country school teachers' book that has thus far been written is this "Corn Lady," by Jessie Field. Of course it is wholly unlike any other that has been written, just as the school work of Miss Field is unlike any other. She has done what no other county superintendent has done. This is a composite book in that it has the spirit, purpose, and wisdom of Miss Field in the country teacher's life, the lives and personal achievements of several individual teachers of Page county, and of many individual boys and girls of her schools. All in all, it touches upon every vital phase of educational progress in country school and in country life. It is the one book thus far written that should be put in the hands of every rural teacher in the United States, and in every reading circle for the country teacher. By the by, when will reading circle committees learn that there should be choices of books offered for country teachers and city teachers, for beginners and for experienced teachers? A highly important feature of the book is a body of rural arithmetic problems.

READING WITH EXPRESSION. A series of readers by James Baldwin, author of Baldwin's Readers, Harper's Readers, etc., and Ida C. Bender, superintendent of primary grades, Buffalo, New York: American Book Company. Cloth. Illustrated. Price, First Reader, 144 pages, 30 cents; Second Reader, 176 pages, 35 cents; Third, Fourth, Fifth, Sixth, Seventh, and Eighth Readers, each 258 pages, each 45 cents.

The first two readers are so arranged that a teacher can hardly fail to use them properly. There is no distinct method or revolutionary principle apparent, but they are rather an embodiment of the commendable methods in primary reading, along with some new features that have shown signs of considerable success. On each left-hand page are presented the phonetic and word-building exercises, the illustrations, every new word that is used,

and the script. In fact, we have the apparatus at hand for preparation and help, while the right-hand page is reserved exclusively for the reading exercises. The other features are too numerous to set forth as they deserve, but especially to be commended are the systematic use in the same lesson of words of similar construction; word building and grouping; the strong phonetic content; verses and rhymes which introduce the new words and are to be memorized; and the gradual introduction of letters and numbers. As one examines the readers consecutively, the distinct advantages of using a complete series are apparent. Experience has given the authors skill in following the child in the development of his faculties. In the Third Reader emphasis is laid upon the necessity for correct pronunciation and enunciation by means of notes for teachers under the heads of "Expression" and "Word Study." "Correct reading is the only natural reading," and the authors make it their chief aim to have the reading as pleasant for the listener as for the reader. Of the other characteristics of this series space permits mention of only one or two. As forms of literary expression, the selections are the best that are to be found. As to the illustrations, they are captivating. However, the strength and vitality of this series lies in the union of professional ideals and classroom availability.

MENTAL DISCIPLINE AND EDUCATIONAL VALUES. By W. H. Heck. University of Virginia. New York: John Lane Company. Second edition. Cloth. 208 pp.

Here is a clean-cut, intelligent, attractive presentation of the modern problems in school work, a review of the road already traveled in psychological and pedagogical progress, and a discussion of educational values in the light of the latest opinions of specialists and progressives. The fact that the first edition was sold within a year is a notable testimonial to the esteem in which it is held.

HOLBROOK'S DRAMATIC READER FOR LOWER GRADES. By Florence Holbrook. New York, Cincinnati, and Chicago: American Book Company. Cloth. 192 pp. With illustrations. Price, 40 cents.

One of the first schools in America to utilize dramatization in the lower grades was the Forestville school of Chicago. The principal, Florence Holbrook, has from the first made dramatization in school in every way educational, and this "Dramatic Reader for Lower Grades" is of unusual interest and exceptional value. These little plays—well-known stories done into dialog—are written anew for children, who like to imagine themselves living with their favorite characters in forests, in palaces, or in fairyland. They make real life out of these classics. The sixteen plays are equally suitable for either reading or acting, and are adapted to pupils in the third, fourth, and fifth-year grades. The plays included are, for the most part, based upon the popular nursery tales known to every child, such as "Little Red Riding Hood," "The Three

Bears," "Cinderella," "Hansel and Gretel," "The Gingerbread Man," etc. They are written in a style which will make them attractive to children, whether they are to be acted or merely used for the purpose of supplementary reading. The numerous illustrations show the actors and actions of the plays, and add to the interest and importance of the book because they interpret the stories for the pupils, and make the dramatizing easy and effective.

A LIFE OF GENERAL GRANT FOR BOYS AND GIRLS. By Warren Lee Goss. New York: T. Y. Crowell & Co. Cloth. Illustrated. Price, \$1.50.

Lincoln was the man of the hour. He was the great man in politics, diplomacy, and as such he will ever be admired by American citizens. But among the youth of the land Grant was the hero; children demand a hero of the battlefield. With great eagerness will they read such an account of the general as that told by Warren Lee Goss. His story of the man has all the charm of the tales that we hear from our grandfathers who were in the war, because Mr. Goss was in the war for four years himself, fighting under Grant. The picture of the honest, simple, and unpretentious general and president is indeed an inspiring one.

The Hygiene of Vision.

The children of a country are its most valuable resource. To the extent that their efficiency is developed and their productiveness increased will the standard of civilization be raised. The most valuable single asset in their effectiveness is their eye sight, and this is in a large proportion of cases needlessly sacrificed. One-third of all blindness is preventable, and a much larger proportion of people with defective vision need never have suffered this handicap had right protective measures been employed.

A movement is under way to co-ordinate the efforts of the teachers, the doctors, the social workers, the sanitarian, the architects, the illuminating engineers, the mothers, and the public generally in making more widely understood and carrying into effect the principles of the hygiene of vision. This is being developed through the American Association for the Conservation of Vision, which includes in its active membership many of the most distinguished scientists in the country.

It is proposed, and this work has already been begun, to issue publications under the authority of specialists in the various departments. These will include studies in the proper lighting of schools, the best form of type and paper to be employed, and more especially the lessening of the hours of eye work. It will consider also methods of protecting the eyes from needless accidents. These causes, contributing so largely to defective eyesight, are largely governable.

In order that thought may be fixed upon this subject and the public enlightened as to its necessities, it is proposed that a certain day be chosen in the fall of 1912 as a Conservation of Vision day, when the care of the eyes will form the sub-

ject of consideration in the schools and in public assemblies throughout the United States. The children will be invited to study the conditions under which the eye work is carried on in the school and the home. Addresses will be given by sanitarians, teachers, illuminating engineers, and others. The local lighting conditions of public buildings will be studied.

The American Association for the Conservation of Vision, which has received an appropriation from the Russell Sage Foundation, will act as a clearing house, and the executive secretary, whose office is in the Engineering building, New York city, will aid in the formulation of plans and in sending suggestive and helpful literature in the development of this method of educating the public on the important subject of the right care of the eyes and the prevention of blindness.—F. Park Lewis, M. D., Buffalo, N. Y.

Spelling in Public Schools.

It is said we are becoming a nation of bad spellers. If this be true, the public school is responsible for it. To some this may not seem a grave charge, but it is. Bad spelling is serious enough. No one receives any praise for spelling well, but for bad spelling there is no limit of censure; no excuse will be accepted, rank and position may be lost owing to bad spelling. It means more than this, however, if the schools fail at this point, for it is the first duty of the school to train the pupils to become close, accurate observers in all things. Bad spelling is sufficient evidence of lack in the prime essentials of school training. The spelling book is only one of the agencies in teaching the subject. Every lesson should be a test in spelling. Pupils must be trained to be on the alert in every subject, in all their reading. They must be trained to do this automatically, without expending any energy in this matter on all their studies, in all their reading. This is the only method by which anyone can become a good speller in a language like ours.

This does not mean the spelling book is not to be used. On the contrary, it means the speller should be used more thoroughly, more systematically than it now is in school. Both oral and written spelling should be taught from the spelling book after pupils are able to read in the third reader. But this is not enough. It must be continued in every subject. A habit for life must be formed, since bad memory and increasing vocabulary render it necessary.—West Virginia School Journal.

Saved by a Spider.

A prince, who had been defeated in battle, fled for his life without a single follower, and hid himself in a cave in a wood. That night a spider wove its web across the mouth of the cave. In the morning two soldiers from the enemy's army, detached in search of the prince, passed the cave where he was lying. "Look," said one, "perhaps he is in that cave; it is a very likely place." "He can't be in there," said the other, "for if he had gone in, he would have brushed away that spider's web."—Selected.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received not later than the fifteenth of the month.

October 6, 7: City Superintendents' Association, Madison, Wisconsin.

October 6: Massachusetts Superintendents' Association, Worcester.

October 13, 14: Western Wisconsin Association, LaCrosse; president, F. A. Cotton of LaCrosse.

October 19-21: Vermont State Association, Montpelier; president, Superintendent E. M. Roscoe, Springfield.

October 20: New Hampshire State Association, Concord; president, Superintendent H. L. Moore, Wolfboro.

October 20, 21: Northwestern Wisconsin Association, Eau Claire.

October 25, 26, 27: Maine State Teachers' Association, Augusta; president, Superintendent D. H. Perkins, Skowhegan.

October 27: Connecticut State Teachers' Association, Hartford and New Haven; secretary, S. P. Willard, Colchester.

November 1, 2, 3: Meeting of the North Dakota Educational Association at Fargo; president, N. C. Macdonald, Valley City; secretary, C. R. Travis, Mayville.

November 3: Essex County Teachers' Association, Tremont Temple, Boston; president, C. F. Towne, Salem.

November 3: Norfolk County Association, Ford hall, Boston; president, Miss Mary McSkimmon, Brookline.

November 3 and 4: Rhode Island Institute of Instruction; president, W. H. Holmes, Westerly.

November 9-10: Kansas State Teachers' Association, Topeka; president, M. E. Pearson.

November 9-11: Missouri State Association, Hannibal; president, J. W. Withers, Teachers College, St. Louis.

November 9-11: Wisconsin Teachers' Association, Milwaukee; president, L. S. Keeley, Mayville.

November 10, 11: Central Association of Ohio, Cincinnati.

November 9-12: Iowa State Teachers' Association, Des Moines. Iowa. President, Fred Mahannah, Mason City; secretary, O. E. Smith, Indianola.

November 27, 28, 29: New York State Teachers' Association, Albany; George P. Bristol, president.

November 29-December 2: Teachers' Assembly, Raleigh, North Carolina.

November 30, December 1, 2: Southern Educational Association, Houston, Texas; president, M. A. Cassidy, Lexington, Ky.; secretary, William F. Feagin, Montgomery, Ala.

December 27, 28, 29: Indiana State Association, Indianapolis.

December 27, 28, 29: Illinois State Association, Springfield; president, H. W. Shryrock, Carbonale; chairman of the executive committee, John E. Miller, East St. Louis.

December 27, 28, 29: Montana State Teachers' Association, Great Falls; president, R. J. Cunningham, Bozeman.

April 19, 20: Central Missouri Association, Warrensburg, Mo.; secretary, T. R. Luckett, Sedalia.

NEW ENGLAND STATES.

MAINE.

SQUIRREL ISLAND. This is one of the coast resorts where teachers, superintendents, and publishers spend their vacations. G. W. Holden of Springfield is here for three months every season, and has been for a quarter of a century. There are a thousand school people along this coast every summer.

VERMONT.

ST. JOHNSBURY. The following extract from a circular letter to the members of the Vermont Women Teachers' Club shows how up to date and alive are the officers of that association:—

"We, its members, believe in boys and girls as the greatest asset of any town. Hence it is only through an earnest purpose to develop in them their strongest powers—of body, mind, and soul—that we are bringing the greatest good to the community in which we work. Some of the features that the club emphasizes and which you as a member can help to bring about are: Sanitary conditions in school buildings, proper ventilation of rooms, safe plumbing and drainage, proper lighting of rooms, pure drinking water, cleanliness of rooms; health of children, heeding closely the state law requiring each teacher to examine pupils for defective sight, hearing, and breathing, and reporting any deficiency to parents; seeing that the regulation in regard to abolishing public drinking cup be enforced; giving frequent oral instruction in general hygienic laws, emphasizing personal cleanliness, care of teeth, nails, etc.; laying strong emphasis upon the effects of cigarette smoking as one of the crying evils of our time; using your influence to induce the voters in your town to provide for regular medical inspection by competent physicians according to act of our last legislature; introduction of manual training and domestic science to public schools (our state law provides aid to any town maintaining such departments); developing an interest in agricultural pursuits by making school gardens, planting trees, vines, and shrubs; encouraging broader use of schoolrooms for lectures and talks, evening classes, socials, and entertainments; directing recreation by playgrounds and games (believing that in providing wholesome play we best prevent so-called misdemeanors among boys and girls); organizing parents' and teachers' clubs, to bring home and school into closer relationship through frequent meetings to discuss conditions and needs of children; better preparations for teaching,

through reading educational papers and books, attending teachers' meetings, conventions, and summer schools, availing ourselves of every opportunity for broadening and cultivating our highest tastes; better salaries in consequence; pensions after years of service. These are but suggestions that all may follow, each according to her own position, in her own particular environment. The rural teacher has her field and her opportunity no less clearly defined than the teacher of the graded school and many times less limited. What are you doing to bring about the best possible conditions for the boys and girls in your town? Will you not report to some officer of our club one object of educational value which you have accomplished or hope to accomplish this coming year? It will help some other. Do you realize the influence you might have with those most active in the cause of education in your community? Read the life and work of Margaret Haley of Chicago. Let us encourage all teachers, who are not now members of this club to become so. It can be done by conferring with any member of the executive committee. Let us elevate the standard of our profession by making the very most of ourselves, discouraging those who mean to teach but for a term or so, in want of some other means of support, encouraging earnest young women to make teaching a profession. Let us all work together in our efforts to make this club a large and helpful organization—helpful to each other and therefore to the schools and to the state."

MASSACHUSETTS.

SPRINGFIELD. The high school of this city is also the high school for Agawam and other nearby towns, which gain greatly by this opportunity to give children advantages that would otherwise be impossible and at a trifling cost to the town.

SOMERVILLE. Miss Sarah W. Fox, who was one of the best known teachers in the Somerville Latin high school under Dr. Baxter's regime, died in Taunton, Mass., in early September.

BOSTON. Boston University makes an important departure in opening a dormitory. It is for men, and promises to aid President Murlin's campaign for restoring the balance between the sexes in B. U.

BROOKLINE. Miss Mary McSkimmon, principal of the Pierce school, has the honor of being the first woman president of the Norfolk County Association. The Pierce school is one of the most notable grammar schools in Massachusetts, and Miss McSkimmon's leadership has made her very nearly the first woman in public school activities in New England.

MALDEN. Superintendent C. H. Dempsey has studied the problem of acceleration and has come to the conclusion that the grammar course should be made more flexible to allow bright pupils the opportunity of completing the traditional nine-year course in seven and one-half years. Beginning with grade seven pupils are required to select their course of study with an end in view: First, general, leading to any higher educa-

tion; second, commercial, leading to business or higher commercial education; third, manual training for the boys; fourth, domestic science for the girls. The work of the seventh grade is the same for all courses, but during the year special study, information, and guidance are to be fostered to confirm wise and remedy unwise choices. Classes in grades eight and nine are to be different according to courses elected, certain subjects to be common to all courses, as music, geography, history, spelling, physiology, reading, and others to be chosen according to the end in view. In the ninth grade the difference becomes greater by the introduction of electives such as commercial arithmetic, algebra, advanced English, manual training, not all of which may be taken. In these electives the work required is to be equivalent to half a year's high school work, and its satisfactory completion entitles a pupil to enter the high school with advanced standing in such electives.

CONNECTICUT.

BRIDGEPORT. Superintendent of Schools William B. Kelsey stated that fifty-one graduated last year from the eighth grade and that forty-six of them had entered the high school. During the caucus the president of the school board, William B. Cogswell, stated that the voters of the town need not be surprised if the board appeared at a town meeting in the near future and asked for a new high school building.

SOUTHERN STATES.

ALABAMA.

TUSCALOOSA. Professor W. B. Saffold has been elected temporary president of the University of Alabama to succeed Dr. J. W. Abercrombie, whose resignation went into effect on September 1. President Saffold is a native Alabamian, a graduate from the university, received the degree of Ph. D. from Johns Hopkins, and has been professor of the classics in the university for thirteen years. He is highly esteemed.

FLORIDA.

Florida was well represented at the University of Chicago during the summer session. Among the students were William B. Jones, principal of Lake City high school; Francis S. Hartsfield of Tallahassee, principal of the high school at Green Cove Springs, and Mrs. Annie L. Haush, who is superintendent of the grade work in the Riverside grammar school at Jacksonville.

TENNESSEE.

MURFREESBORO. Ex-State Superintendent R. L. Jones is president of the new Middle Tennessee Normal school. Mr. Jones is one of the ablest men who has been the head of the state department, and his selection for this position gives great satisfaction.

NORTH CAROLINA.

RALEIGH. The following are among the changes in the county superintendencies:—

Alamance county: J. B. Robertson of Burlington succeeds P. H. Fleming.

Anson county: J. C. Crawford of Wadesboro succeeds J. M. Wall.

Ashe county: C. M. Dickson of Grassy Creek succeeds W. H. Jones of Warrensville, N. C.

Bladen county: W. I. Shaw of Ivanhoe succeeds Angus Cromartie of Garland.

Burke county: T. L. Sigmon, Connelly Springs, succeeds R. L. Patton of Morganton.

Clay county: T. C. Scroggs of Hayesville succeeds D. M. Stallings of Hayesville.

Dare county: S. W. Price succeeds W. P. Fearing of Manteo.

Jones county: John R. Parker of Trenton succeeds K. F. Foscoe of Maysville.

Nash county: S. F. Austin of Nashville succeeds Robert E. Ranson.

Orange county: S. P. Lockhart of Hillsboro succeeds T. W. Andrews.

Pasquotank county: W. M. Hinton succeeds C. R. Little of Elizabeth City.

Surry county: W. M. Cunaskiff of Siloam succeeds J. H. Allen of Mount Airy.

Warren county: H. F. Jones of Warrenton succeeds Nat. Allen of Ridgeway.

Yadkin county: W. D. Martin of East Bend succeeds C. H. Johnson.

OKLAHOMA.

The cities of Andover, Guthrie, Oklahoma City, and Tulsa have medical inspection.

CENTRAL STATES.

MISSOURI.

SPRINGFIELD. Professor W. H. Lynch, one of the oldest and best known educators of southern Missouri, has been elected field agent for the normal school in this city. His work will be for the most part among the county associations in this normal school district.

The high school enrollment at the close of the first week is 966, with a senior class of 148.

MINNESOTA.

HALLOCK. A. L. Briggs of this town gets \$30,000 this year from the Timothy grass seed on 700 acres. He is educated in farming.

KANSAS.

With 2,500 as the line between city and country, this state has thirty per cent. of the population in cities. Ten years ago 22.5 per cent. were in cities. The places that were cities in 1900 have gained thirty-nine per cent., while the rest of the state has gained 7.3 per cent.

EMPORIA. The recent educational program of Kansas includes the following inspiring items: Courses of study for the normal training of teachers for the rural schools are in operation in 155 of the strongest high schools of the state; financial assistance is given by the state to 100 high schools which have approved courses in agriculture and domestic science; 6,000 pupils are enrolled in consolidated district schools; the state has appropriated \$400,000 for the next biennium to aid weak districts in

maintaining schools for a minimum term of seven months, and to aid high schools which maintain courses in normal training, domestic science, and agriculture; high school teachers, with few exceptions, are graduates of universities, colleges, or normal schools.

KENTUCKY.

HOPKINSVILLE. In 1902 Kentucky had a woman president of the State Association, Miss Kate McDaniel of this city.

WINCHESTER. The county superintendent here is doing great work in arousing school interest in the rural districts. On August 30 there were eight mass meetings held at different rallying points. On the average five schools were represented at each meeting, and two good speakers were on hand. This is just the sort of thing that is needed in the rural counties of Kentucky and several other states in the country. It rests with the county superintendents to awaken interest among the school patrons, having first awakened interest among themselves.

SOUTHWESTERN STATES.

CALIFORNIA.

SACRAMENTO. One-half of all the money for the maintenance of the elementary schools of California comes from the state.

ALAMEDA. The School Bulletin, published by the board of education here for the parents of school children, announces a series of parent-teacher conferences on social and educational topics. This is but one of the excellent undertakings of Superintendent Will C. Wood.

PASO ROBLES. Principal George B. Albee, who had charge of the Tulare city high and grammar schools last year, will fill a similar position at Paso Robles. Mr. Albee was long at the head of the Eureka schools.

TERRE BELLA. The new village of Terre Bella, situated about eight miles south of Porterville, is erecting a four-room school building at a cost of \$14,000 or \$15,000.

PORTERVILLE. situated in the heart of the orange belt of the Sierra Nevada foothills, is growing so rap-

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idly that it keeps the school trustees busy providing accommodations for the children. This season a \$40,000 eight-room school building is in process of erection.

VISALIA. At the opening of the school year in September the Visalia high school will be housed in the new \$50,000 building just completed. C. J. Walker, who has served as county superintendent of schools during the past eight years, is now city superintendent at Visalia at an increased salary.

ARIZONA.

The State University at Tucson has established a full four-years' course in scientific and applied agriculture. They have recognized the need of a course in agriculture that will be complete, and offer a term of study fitting the student to play an important part in the general development of the nation. With the advance of irrigation, dry-farming methods, scientific plant breeding, intensive farming, seed selection, soil physics and fertility, the various branches of animal husbandry and modern methods of water and rainfall conservation, the need of scientific training is becoming more necessary. In this age of competition the combination of science with practical experience will help in a large measure to overcome the problems of crop uncertainty. Instead of this condition, a system of crop reliability ever increasing in usefulness and scope is being developed by colleges where agriculture plays an important part in the educational work. Arizona has been quick to realize the advantages of scientific agriculture and prompt to establish a four-year course which is perfect in completeness and which carries with it the degree of B. S.

Timely Topics.

[Continued from page 72.]

crutch? 2. Do you feel for those who have to? 3. Do they seem happy? 4. What about their day in the country?

1. Did the President have much of a vacation? 2. Why not? 3. What is his favorite game? 4. Where is he now? 5. How long is his journey to take? 6. What is he going for? 7. Is the President a great worker? 8. Do you like to work?

1. Have you seen a flying-machine yet? 2. What do you think about it? 3. Does it look dangerous? 4. How high has one man flown? 5. How far another? 6. How far is one trying to fly now?

1. What is a "pageant"? 2. Have you ever seen one? 3. Where? 4. What was it about? 5. How did you enjoy it? 6. Does a picture help you to remember things?

1. What two nations have been angry with each other? 2. What about? 3. Has there been fear of war between them? 4. Do you believe in peace or war? 5. Did you observe Peace Day in your school? Annette Fairchild.

Patience—"And did her father follow them when they eloped?"

Patrice—"Sure! He's living with them yet!"—Yonkers Statesman.

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The Spider's Life-line.

During some recent investigations of spider life, a Washington scientist gained some interesting knowledge concerning the ingenuity of a spider.

It had become necessary in the course of the experiment to employ a basin wherein a stick was fastened upright like a mast. Enough water was placed in the basin to convert the little stick into the only point of safety for the spider.

The spider was placed on the mast. As soon as he was fairly isolated he anxiously commenced to run to find the mainland. He would scamper down the mast to the water, stick out a foot, get it wet, shake it, run round the stick to try the other side, and then run back to the top.

As it very soon became plain to the spider that his position was an extremely delicate one, he sat down to think it over. Suddenly he seemed to have an idea. Up he went like a rocket to the top of the mast, where he began a series of gymnastics. He held one foot in the air, then another, and turned round many times. By this time he was thoroughly excited, much to the perplexity of the scientist, who began to wonder what the spider had discovered. Finally it was apparent that the clever little fellow had found that the draught of air caused by an open window would carry a line ashore whereby he could escape from his perilous position.

Accordingly he pushed out a thread that went floating in the air and lengthened and lengthened until at last it caught on a nearby table. Then the ingenious spider hauled on his rope till it was tight, struck it several times to ascertain whether it was strong enough to hold his weight, and then walked ashore. The scientist decided that he was entitled to his liberty.—Harper's Weekly.

Boy Scouts in Russia Approved by the Government.

The Russian government has at last approved of the Boy Scout movement. It intends to use the Boy Scouts in place of the Sisters of Mercy, who generally accompany the Russian army to the front. The minister of war is in favor of using Boy Scouts this way, and for training the monks in the different monasteries to take up the Boy Scout work and be trained to do the work that nuns formerly did. The monks will be trained in the various Scout activities such as will be neces-

AN AGENCY is valuable in proportion to its influence. If it merely hears of vacancies and **THAT** is something but it tells you about them **THAT** it is asked to recommend a teacher and recom-
RECOMMENDS mends you that is more. Ours

C. W. BARDEEN, Syracuse, N. Y.

sary for medical and surgical work and other duties attending camp life. The minister of war is strongly in favor of the Boy Scout movement, and believes that both boys and monks can be trained to be of great value both to the government and to the people.

Army Captain Advises Boy Scouts As to Drinking Water.

Captain Albert E. Love, Medical Corps, United States army, has written to the Boy Scouts of America giving instructions in regard to drinking water when in camp or on hikes. The aim is to prevent the boys from becoming infected with typhoid fever or other diseases. Captain Love says boys should follow the same rules that are applied in the army. He explains it is the custom of the medical department to consider all surface waters, such as rivers, creeks, lakes, springs, and shallow wells, as infected unless the geographical situation shows that the water cannot be contaminated. He says: "It would undoubtedly be safer when out on hiking parties or camping trips, when drinking water cannot be carried, to either boil or otherwise sterilize all water for drinking purposes that is not above suspicion."

THE URGENT NEED.

She (flattering with eyes and voice):—"Arthur, dear, I find that we still need a few things to make our little household more serviceable."

He—"What one thing, perhaps?"

She—"Well, for instance, we need a new hat for me."—Harper's Bazar.

THE RIGHT COMBINATION.

Miss Goldie—"One can be very happy in this world with health and money."

Mr. Gaul—"Then let us be made one. I have the health and you have the money."

LOOKING FORWARD.

First Actor—"Why, Hans, I hear you're going to marry the comic old woman of our company."

"Yes. I want to make sure that the evening of my life will be cheerful."—Fliegende Blaetter.

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Designed by Maud Adelaide Wright

An Excellent Hand Work For Primary and all Other Grades.

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a most life-like appearance, and the child has gained a thorough and lasting knowledge of the actual shape and color of the bird constructed. The set contains full directions for coloring each part of each bird, and the educational effectiveness and unusual attractiveness of this new hand work will make it appeal to teachers and pupils.

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Animal Telepathy.

Recent correspondence in the daily papers has opened up the fascinating but baffling question of the power of animals to communicate one with another over distances, each becoming aware in some mysterious manner of the other's unseen movements. Among human beings it seems fairly certain on the strength of accumulated evidence that telepathy does sometimes occur, especially between twins and members of a family having close resemblances in physical and mental characteristics. But whether such communication can take place between animals, which have a lower brain development than man, is another matter.

Several instances have lately been given, none of which has appeared conclusive. A cat is stated to have quitted a house on the introduction of another pet, and absented itself for six months, returning again within a few hours of the new-comer's departure. Another instance is given of a dog which dreaded to pass a certain house in which lived another which always attacked the first dog at sight. One day, to the great surprise of its owner, the dog passed the house without hesitation. Inquiry proved that the aggressor had died a few hours previously. Another case was described in which an aged collie and a young one were very much attached. It was found necessary to destroy the old dog. Although the young collie was carefully kept indoors, away from all knowledge of what was happening, it savagely attacked the old dog's destroyer on his return to the house,

although until then it had been on the very best of terms with him.

Beyond the question of animal to animal communication there is that of communication between animals and human beings. Perhaps the best instance of this is the story related in the Times some years ago by Rider Haggard. Readers will doubtless remember how the novelist's favorite dog was lost, and subsequently appeared in a dream to Mr. Haggard on several successive nights, greatly distressed. A search was made, and the dog's body was found near a lake, under conditions similar to those of the dream. As we say, the subject is a baffling one, and we can express no opinion on it. At the same time, if any of our readers can recall authenticated instances similar to the above, and will send them to us, we shall be happy to publish them.—*Animal World.*

An Organized Recess.

Since we are to have a fifteen-minute recess each day, why not have an organized recess? By this is meant an opportunity given for all children to run and play.

A typical school recess usually shows that a few pupils take the centre of the field of play while the larger majority stand or walk slowly around the edges. The very children who need a complete refreshment of mind and body do not get it.

Lively games should be played and a little guidance on the part of the teacher needs to be given the children. These games if practiced daily would surely quicken a child who is slow to think, to hear, to see, and to do. A clumsy, awkward child would

be benefited. Some one has said in describing the use of games: "By them the timid, shrinking child learns to take his turn with others; the bold, selfish child learns that he may not monopolize opportunities; the unappreciated child gains self-respect and respect of others." The training through games is very important.

To be sure, the children who are on the playground are of different ages, and games suited to the various ages are required. But this is easily remedied, since several games may be going on on different parts of the playground at the same time.

Newcomb is a good lively game for children of the upper grades. "In this game the court is divided in the centre by a line. About seven feet from this line on each side another line is drawn. The space between these lines is neutral ground, and the players are stationed back of the lines. As many as twenty could play on either side. The object of the game is to throw the ball back and forth across the neutral space without letting it touch the ground. The ball is put in play by a referee from the middle of the neutral ground, two players being selected to try for possession. If the ball falls outside of the court or on the neutral ground, it must again be put in play as at first. When the ball touches ground within the court it counts a goal against the side letting it fall." Poor throwing of the ball counts as a foul against the side throwing the ball.

Teach players to play to win—with all of their might. Encourage each pupil to be alert to see when it is his turn and to be quick in play.—*Brockton School Helper.*

Stories for Children.

It is not always easy to find interesting and suitable stories to read to children. If we are to make the exercises worth while we must do more than amuse the class or keep them quiet.

The following list was compiled by Miss Helen L. Price of Merrill, Wisconsin, and placed in the hands of the teachers at a county convention. In the first two grades the stories need to be told to the children.

GRADES ONE AND TWO.

Bailey and Lewis—"For the Children's Hour."

Bryant—"How to Tell Stories to Children," "Stories to Tell to Children."

Heber—"A Child's Story Garden."

Howlston—"Cat Tales and Other Tales."

Wiggin—"Story Hour."

GRADE THREE.

Bouvet—"Sweet William."

Brown—"Rab and His Friends."

Carroll—"Alice in Wonderland."

Kingsley—"Water Babies."

Kipling—"The White Seal."

Jordan—"Metka and Kotik."

Mulock—"Little Lame Prince."

GRADE FOUR.

Dodge—"Hans Brinker."

Ewing—"Story of a Short Life."

Kingsley—"Greek Heroes."

Church—"Three Greek Children."

Macdonald—"At the Back of the North Wind," "Princess and Kurdie."

De la Ramee—"The Nuernberg Stove."

Spyri—"Heidi," "Moni, the Goat Boy."

GRADE FIVE.

Boyesen—"Boyhood in Norway," "Modern Vikings."

Cotes—"Story of Sonny Sahib."

Macaulay—"Lays of Ancient Rome."

Pyle—"Men of Iron."

Stern—"Gabriel and the Horn Book."

True—"The Iron Star."

GRADE SIX.

Brooks—"A Boy of the First Empire."

Burroughs—"Birds and Bees."

Crockett—"Red-Cap Tales."

Kipling—"Captains Courageous."

La Flesche—"The Middle Five."

Warner—"A-Hunting the Deer."

GRADES SEVEN AND EIGHT.

Bennett—"Master Skylark."

Dix—"Merry-lips."

Frederic—"How Dickon Came by His Name," "Where Avon and the Severn Flows."

Shaw—"Castle Blair."

Van Dyke—"The First Christmas Tree."

—Elmira Bulletin.

A Good House Plant.

"One of the nicest little plants for using in a window, either in pots set close together or in a box fitted to the window stool, is *peperomia*," says Grace Tabor in the *Woman's Home Companion* for October. "Its leaves are fleshy and shining, beautifully marbled and veined with white, and half a dozen of the plants are as stimulating a bit of vegetation as one can have in the dry air of the ordinary living-room. *Peperomia maculosa* is the variety commonly sold by



The Secret

Fair faces, like flowers, gladden the world.—Nothing so well insures a clean, spotless complexion as pure blood; nothing can impart such a blush rose-bloom as a brisk circulation; nothing can make the eyes so bright, the hair so glossy, the steps so elastic, as a nervous system that fails in none of its intricate and important functions.

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dealers. Its low and spreading growth makes it especially suitable for planting in shallow boxes or pans.

"The soil recommended for peperomias is loose and well drained by mixing broken charcoal with it, and a depth of four inches suits them better than the conventional deeper pot. They do not need as much water as most house plants.

"They may be propagated very readily by leaf cuttings the same as some varieties of begonia—that is, a leaf may be slit through by two cuts crossing each other and laid on moist, warm sand until roots appear below accompanied by tiny leaves above."

"Tommy," said his teacher one day, in despair, "why do you think I scold you so much?"

"Cause you get sort o' fretful keeping school," was the evidently honest and quite unexpected reply.

TRIUMPH OF REASON.

Damocles saw the sword suspended by the hair.

"Since it can't cut the hair, I judge your wife has been sharpening her pencil," he remarked to the king. —*New York Sun.*

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A. E. WINSHIP, Editor.

OPEN-AIR SCHOOLS IN CHICAGO.

BY SHERMAN C. KINGSLEY.

[From Nautilus.]



FOLLOWING the Child Welfare exhibit in Chicago, an attempt was made to learn from a typical group of children which one of all the many beautiful and interesting displays had made the deepest impression upon their minds. An average schoolroom in an average American district was chosen, and the forty chil-

porches as their great attraction, and in the congested districts the window tent or the canvas shack on the tenement roof no longer necessarily indicate tuberculosis. The demand for fresh air in the homes has come along with, and partly as a result of, the ever increasing interest in better ventilation for the public schools, and the one agency which has done more than any other to



"WE ARE GOING TO KEEP HEALTHY, ALL RIGHT, ALL RIGHT!"

dren, ranging from ten to twelve years of age, were asked to write without aid from the teacher, a description of the particular exhibits that had interested them most. The answers ran from toys to tuberculosis and from pearl buttons to playgrounds, but the one subject mentioned by each child was that of ventilation. Every paper gave a detailed description of the miniature glass house of two stories where were contrasted the effects of pure and impure air.

This interest in ventilation, emphasized as it undoubtedly was in this particular instance by the clever device which the health department had adopted for visualizing the principle, is yet characteristic of the Chicago attitude toward fresh air. One prominent physician of the city says that his small son, aged three, is in the habit of remarking frequently: "Well, daddy, it's time for me to go out and fresh-air myself," and that is just what the whole town is learning to do. Many new apartment houses in the most exclusive residence sections offer outdoor sleeping

porches as their great attraction, and in the congested districts the window tent or the canvas shack on the tenement roof no longer necessarily indicate tuberculosis. The demand for fresh air in the homes has come along with, and partly as a result of, the ever increasing interest in better ventilation for the public schools, and the one agency which has done more than any other to

arouse parents to the necessity and possibility of securing fresh air for their children's school buildings has been the establishment of Chicago's open-air schools. Such schools were no new discovery when Chicago made its first fresh-air provision for tuberculosis children in the summer of 1909. Germany had conducted successful open-air schools for five years, England for four, and in this country, Providence, Boston, New York city, Pittsburgh, and Cambridge had all preceded Chicago. But the Elizabeth McCormick Schools were the first year-round open-air schools west of the Alleghanies, and their central location has made them available as models to all that section of country. Cleveland, Cincinnati, Grand Rapids, and Kenosha will next year conduct open-air schools based upon personal investigation of the Chicago methods, and from every state in the Union inquiries have come for definite information regarding equipment, cost, and results. During the summer of 1909, the Chicago Tu-

tuberculosis Institute and the board of education set up a tent in a shaded school yard and gave thirty pale and under-nourished children, all of them with a tendency to tuberculosis, a chance to grow strong on the fresh air, sunshine, nourishing food and rest. But—and this was the pity of it—the school could be conducted in this way for one month only, and in spite of the remarkable gain made by the little pupils in this short time it was not thought best to return them all to the

small Eskimos, in gray hooded suits, with heavy boots and gloves that kept them warm, no matter how hard it snowed. During the winter nap-time, each child crept into a blanket-lined sleeping bag and the nurse tied him up into a long brown bundle like a cocoon, and then left him to sleep the sleep that brings health.

"But do they really sleep?" asks the fond parent. "I can't get my children to take naps."

Do they sleep? Not always at first. Some-



A CLASS IN BASKETRY.

ordinary closed window schoolroom. There was no place in Chicago where such children could receive proper care and schooling.

To meet their need and to convince doubters that it was quite as possible to conduct an open-air school successfully through the winter in Chicago as it had been in the East, the trustees of the Elizabeth McCormick Memorial Fund, through the United Charities of Chicago, determined to open a school on the roof of the Mary Crane Day Nursery building. The United Charities had become especially interested in the case of the tuberculosis child because again and again upon the records of those who applied to the organization for help appeared names which would never have been there if, as children, the applicants could have received proper food and clothing in decent homes. It seemed truer economy to try to save the children before they became dependent than to care for them later as dependent men and women.

So there sprang up around the edge of the Nursery roof a cluster of little pine trees and in the shelter of the pines there ran a row of canvas cots where every afternoon the children took their naps out in the health-giving sunshine. Germany had taken her sick children to the pine forests to school; Boston had put her little patients into classrooms on the roof; but it remained for Chicago to bring the trees to the children and give her pupils a forest school on a city roof. When cold weather came, another transformation took place, and the children who had been just ordinary American boys and girls stood forth

times it will take an especially nervous child two or three days to settle down quietly and drop off to sleep at once, but within a week, the exercise, the good food, and the fresh air begin to tell, and all the children, from the six-year-old first-graders to the fourteen-year-olds, who proudly call themselves "Seniors," really sleep from an hour to an hour and a half every afternoon.

In addition, the Chicago schools have a trained nurse who gives each child his cold shower-bath in the morning, takes and records temperature and pulse twice a day, assists the attending physician in his examinations and treatments, and has general supervision, under the doctor, of the daily health of the pupils of the school.

A visiting nurse of the Tuberculosis Institute goes into the homes from which the children come and tries to win the co-operation of the mothers for better sleeping conditions and diet, so that the coming home from school need not mean a return to wholly unfavorable conditions. Sometimes she does not succeed. A cheerful story and, happily, a typical one, was that of Frank and Joseph. Their mother, a deserted wife, made a poor living by finishing coats, at which she seldom earned as much as three dollars a week. The boys helped by pulling basting threads. When found, the woman was in the incipient stage of tuberculosis and her eyesight was failing fast. Dispensary treatment and glasses were provided and the family were pensioned for six months so that the mother could take a rest. She responded readily to treatment and is now an arrested case and able to work a little, though the

income still has to be supplemented. With school and home working together, Frank and Joseph soon began to show decided improvement in health. As for school work—well, Frank, who was eleven, jumped from the second grade to the fifth, and eight-year-old Joseph from the second to the fourth. And this without any home studying! It was simply a case of giving the brain a chance.

Visitors to the asbestos board tent, where the school went on without heat all winter long on

noon, a meat dinner at noon, an hour nap and about three hours in the open-air school tent, studying and reciting. The cost of food per child per day was about seventeen cents. The cost of the individual equipment, Eskimo suit, blanket, sleeping-bag, boots, gloves, thermometer, tooth brush, paper napkins, etc., came to approximately \$17.00. All this expense was borne by the Elizabeth McCormick Memorial Fund. The board of education co-operated by furnishing teacher and school equipment.



OPEN AIR—OPEN MINDS.

the roof, four stories up in the air, as they felt the wind sweep through the outward swinging windows that went clear around the tent, used to shiver and look with pity at the pupils until a second glance showed them that the boys and girls were in no sense objects for sympathy. Rosy and warm in their Eskimo suits, they sat at their desks or stood at the blackboard, doing just the same work that the other children did in their heated classrooms and doing it in about half the time. At Christmas vacation, last year, all the children came to the teacher pleading that school be continued through the holiday week.

In June the children and teacher went out to Camp Algonquin, the beautiful summer camp maintained by the United Charities of Chicago on the banks of the Fox River, and for a month had a real forest school.

The twenty-five children who were in regular attendance at the Elizabeth McCormick school were sent to apply for admission by school physicians, tuberculosis clinics, visiting nurses, settlement workers and many other agencies that deal with physically backward children. In this particular group, it happened that sixty-three per cent. had a case of positive tuberculosis in the immediate family. Since this school was intended to demonstrate what could be done along preventive lines, no cases of open tuberculosis were admitted. The daily program included a cold shower bath, followed by a brisk rub with a Turkish towel, a hot lunch in morning and after-

noon. When school opened, the average number of pounds below weight among the pupils was 3.43. The average gain during the year was 3.6 pounds. Teeth were put in order and kept clean, adenoids were removed and temperatures went down. In school work the progress was equally marked. No child who was in regular attendance failed to make his grade, three made two grades and one made three grades. No one could take a book home at night to study. "The whole expression of the face often changes completely," said the teacher. "Tony, who was such a bad boy before he came to me that a petition had been filed to have him transferred to the Parental School, as unmanageable, has become one of my very best boys," and Tony's beaming face confirmed her words.

The first year of the schools proved conclusively that open-air education could be carried on successfully through a Chicago winter.

Chicago has about 6,000 positively tubercular children. She has two schools largely supported by private philanthropy, which care for fifty pupils. How many boys and girls there are, anaemic, underfed, and of low vitality, whose resistance might be strengthened against possible future infection no one knows.

The open-air school is not simply a Chicago problem. It is not confined to the great cities. It is a problem of every community that sends children to school. And it does not pay to be too sure that your home town does not need open-air education.

PENSIONS FOR TEACHERS.

BY ALFRED BUNKER,*

Boston.

Pensions for teachers have come, and have come to stay. The movement to secure them is getting more and more popular, and less opposition than formerly is shown to their creation, but it is rather surprising to observe that the true basis of argument in their favor, on the one hand, and of opposition to them, on the other hand, is generally misunderstood, and hence mis-stated.

It is usually said in favor of teachers' pensions that, having given long and efficient service in the schools, teachers are entitled, when their time of retirement comes, to receive a pension, as a sort of deferred payment for their services, and, on the other hand, it is urged that there is no reason why they should receive any supplementary pay. Teachers, it is said, have been paid according to their contract. If the pay was not satisfactory they were not obliged to stay, but might have gone to some other city, if they could find one, where the compensation was greater, and there would seem to be no reason why they should be subsequently paid further for their services, any more than the grocer or the tailor who has provided for his customers food and clothing in exchange for their money.

Pensions are paid out of public money, and it is a well-established principle of political economy that public money can properly be spent only for the public benefit, and that there is never any justification to spend it for the benefit of individuals, and this is the ground upon which pensions are usually and justly opposed. Therefore, unless it can be shown that pensions are for the public benefit, pensions ought not to be paid.

But, properly looked at, this is the very reason why pensions should be paid to retiring teachers, for pensions to teachers are a public benefit in three ways:—

First: By attracting *out* of the service teachers, who, through age or disability, have become unable to render to the schools most effective service.

Second: By securing from teachers while they continue in the schools, better and more efficient service, by making them more comfortable and contented at their work in the prospect of a pension later on, just as a teamster gets better work from his horse if the harness does not chafe.

Third: By attracting *into* the service a larger number of able young men and women, who, later on, will become first-class teachers, and who when selecting a profession will find in the assurance of a pension for their declining years, an inducement to become teachers, and also to make teaching a life work.

These, as will readily be seen, are good and sufficient public reasons for granting pensions to

teachers; reasons which will appeal to every intelligent person to whom they may be presented, and these constitute the only ground upon which teachers or their friends should ask for pensions.

It is true, indeed, that pensions are also a benefit to the teachers retired (although, as has just been said, this is not a reason why they should be granted) just as railroad trains are a convenience to the traveling public, although it is well understood that railroads are built and trains are run for the benefit of the stockholders, and not for that of the passengers. Indeed, the passengers really benefit the stockholders fully as much as the stockholders benefit the passengers.

The case, as regards pensions, is as it was years ago, when it was proposed to establish free normal schools to prepare young men and young women to become teachers. It was then said that there was no good reason why public money should not be used for the education of teachers. If persons wanted such an education, it was urged that they should get it and pay for it themselves, the same as if they proposed to be doctors, or lawyers or ministers.

But the more intelligent part of the community, who were urging the establishment of normal schools, called attention to the fact that it was the public who were to be benefited, through the normal schools, by providing for the public schools better teachers, and that though, in order to bring this about, the would-be teachers secured an education at the public expense, it was the public, and not the teachers themselves, thus educated, who were chiefly to be benefited, and that, as experience had shown that there was a dearth of good teachers under conditions as they then existed, it was necessary to attract into the profession a larger number of able young men and young women, and an education especially for teachers, at the public expense, was the inducement which normal schools were to offer.

Normal schools, at the public expense, were at length established in spite of opposition, and to-day, after seventy years of experience, no one questions that the public money expended for their support enures to the public advantage, and no intelligent tax-payer opposes normal schools, and as the whole history of annuity associations and pension systems for teachers has shown that they are of public benefit it is probable that a few years hence, when pension systems have been established in the states and cities of this country, the advantage of such systems to the schools and hence to the public will be equally conceded.

But it is still urged by opponents of pensions that even if the second and third reasons for pensions above cited are valid, schools could be relieved of inefficient teachers without the expense

*Secretary of the Boston Teachers' Retirement Fund Trustees.

of pensions, by discharging the teachers who could not advantageously be retained.

Unfortunately for this argument, this method has already been repeatedly tried in various places and been found to be entirely inadequate. When school committees have proposed to discharge teachers who were generally acknowledged to have become more or less inefficient, a general protest has arisen against their doing so. Petitions from friends, relatives, former pupils, and citizens generally have poured in upon the committees to such an extent, that, time after time, they have been compelled in deference to public opinion to allow the incompetent teachers to remain in the schools, to the detriment of all concerned, and thus this method of getting rid of unsatisfactory teachers has proved to be entirely impracticable.

If, however, pensions are granted to such teachers, providing in a measure for their future support, public protest is generally prevented and the relief of the schools quietly accomplished.

Pensions, therefore, for the three reasons above given are plainly for the benefit of the public, and this being the case, teachers and their friends should direct their efforts toward impressing the public with *this* view of the matter, and cease to urge the granting of pensions as being chiefly for the benefit of the teachers. When people are convinced that pensions for teachers or others are a matter of *public* benefit, they will willingly grant them, and the benefit to the pensioners will come as a matter of course. "Take care of the minutes and the hours will take care of themselves" was said many years ago, and, similarly, if it can be shown that pensions are for the advantage of the community in general, the benefit to the teachers will take care of itself, and much of the opposition to pensions will disappear.

The advisability of granting pensions being, from this point of view, conceded, the question immediately arises how large these pensions ought to be, and to this question the simple answer is, of course, that if pensions are for the purpose of attracting out of the service incompetent and inefficient teachers; of making those in the service more comfortable in their work; and of attracting into the service able young men and young women, who will, later on, become first-class teachers, it is evident that the pensions must be large enough to accomplish each of these three objects. No pension is adequate unless for the

majority of the teachers affected it is a sufficient attraction.

Two classes of pensions are in operation or under consideration in different cities. In some places a flat pension, giving the same amount to all grades, is established or urged, and in others a pro rata pension, awarding a certain per cent. of the salary, is advocated, and in still other places a pension pro rata up to a certain limit and uniform above that rate, is suggested.

Of these three methods, the pro rata system appears to be the one likely to be most effective. Uniform pensions are open to the objection that an amount of pension which would be attractive to a teacher of small salary would have but little attraction to a teacher of large salary, and the same thing would be true, to a considerable extent, of a system which gave to the teachers having salaries above a certain limit, pensions no greater than were awarded to teachers of lower rank and pay. High salaries carry with them the presumption of greater ability and greater responsibility, and inefficiency in the highest positions is, therefore, more detrimental to the community than in places of lower rank, and it is consequently more desirable to get such teachers out of the service. Moreover, the higher places are naturally fewer in number, and while pensioners from these grades would, upon a pro rata pension, receive large pensions, the fact that they would be fewer in number would make the aggregate sum required for them less than would be at first supposed, and in any, system by far the larger amount would be paid to the teachers with moderate salaries because they are the most numerous class.

What is true in regard to pensions for teachers is also true of pensions for policemen, and firemen, and soldiers, and naval seamen, and of bounties offered to soldiers in time of war to encourage enlistments, and of "state aid" paid to their widows and orphans. All these payments, as will readily be seen, are not primarily for the benefit of the recipients, although most people carelessly think so, but are for the benefit of the public by attracting into the service the best possible material and keeping that service up to the standard of its highest efficiency, and no persons probably are better qualified than teachers to present these matters in their true light, and to correct the very general misapprehension which exists in the community in regard to them.

THE SALT OF LIFE.

They say that the best crew is the one which gets its rest between every two strokes. We need the games and the arts that recreate us from moment to moment so that our souls shall never get dry, prosaic, or discouraged. Play and beauty running like a gold thread through the warp and woof of our life-fabric are surely as needful as the more concentrated and exclusive recreations. To sing (or whistle) at one's work, to carry melodies and verses in our heads, to do things with a swing and a rhythm as some Japanese and all sailors do, is to preserve our souls from drought. The games that we play with vocal intonations, the dramas we carry on with smile and glance and grimace, need not interrupt work. They call for no apparatus and no stage. Best of all, each of us "makes the team" in these games; in these dramas each of us has "a speaking part."—*Richara Cabot, in the Atlantic.*

CONCENTRATE ATTENTION.

BY A. E. WINSHIP, EDITOR.



FRIENDLY critic, who has occasion to employ many lads direct from the elementary schools, says that a noticeable weakness of the graduates is their inability to concentrate attention on a thing and keep it there.

One great mission of the school should be the attainment of the power of concentrated attention on the part of all pupils. Too much emphasis can hardly be placed on this necessity.

Training for concentrated attention should begin the first week and continue until the last day of school life.

Concentrated attention can be secured more or less effectively in each branch of school work, but there should also be special exercises for this.

The first essential is in looking after the slow, listless, indifferent children.

In visiting schools it is almost universal that, in even the simplest directions for physical movements, a few follow directions, and the others listlessly, indifferently follow these few.

To secure attention, give directions carefully, slowly. Then wait a little for the slowest children to appreciate the directions. Then call upon one of the slowest ones to repeat the directions. Then select several of the slowest to execute together. Never have the class as a whole execute an order until it is certain that the slow ones can do it.

Nothing is more demoralizing to a school than for the alert, keen, attentive children to execute orders first.

One of the great needs of the present school life is the separation of the keen from the lethargic children in subjects where a premium is paid upon speed or alertness. This is nowhere quite as noticeable as in the execution of orders or carrying out of directions for the development of concentrated attention.

Nothing should be done in concert when new directions are given.

No answers should be in concert.

When those who are ready first are to indicate their readiness in a public way, it should be as quietly as possible, with the least possible demonstration. The first ready should never stand, should never even raise the arm. Any noise or exciting demonstration makes concentrated attention on the part of others impossible.

That which teachers often regard as evidence of great success is really evidence of gigantic failure.

The laying down of the pencil, the raising of the head, or, at most, the putting up of the palm of the hand while the arm lies upon the desk is sufficient.

The first essential in gaining concentrated attention for little people is the following of directions.

In the first grade this must be mostly in physical matters.

Before giving directions in anything new be very sure that the most immature, sluggish child knows what to do. If a new child comes in explain to him carefully until you are sure that he knows just what to do.

Never proceed when any child looks at some other child to see what to do. Stop and show that child what to do and how to do it.

In school visiting it is evident that this rule is too often violated. The teacher very generally has the bright children run roughshod over the dull ones just because the success (?) is more spectacular when there is a lot of excitement, a lot of "hurrah," but it is always at the expense of those who need the teaching.

There is never any skill or teaching power required to let off the enthusiasm of a few bright children.

Concentrated attention is first secured through the following of simple directions in physical movements.

Second, by following complex directions.

Third, by remembering complex directions and following them.

In the first grade directions for physical movements are alone available for this purpose, and with these alone are we concerned in this first article.

With the little people the directions cannot be too simple. The teacher will probably find something simpler than anything we can specify.

Whatever the direction, have some slow child give the directions after you and before the school follows directions, but when time comes for action, the teacher must give the directions.

After giving directions, wait until you are sure that the dullest child has in mind what to do, and then say "Now."

That is, in the case of every new movement, and until it is easy for the most indifferent to do it promptly, never have any order executed until you say "Now." This is absolutely indispensable to concentrated attention, to ability to hold the attention to anything. It means holding directions in mind for several seconds before they are executed. That is the first step in securing concentrated attention.

For example: Tell the children which is the right hand, which the left. Be sure that every child knows which is which.

When that is known, say: "Every child in the first row raise the right hand, and every child in the second row raise the left hand."—"Now."

Later have the children number themselves, one, two, one, two, one, two, etc., till every child is a "one" or a "two."

"All the 'ones' raise the right hand, all the 'twos' the left hand."—"Now."

Later, "All the 'ones' in the first, third, and fifth rows raise the right hand, and the 'ones' in the second, fourth, and sixth rows the left hand, and the 'twos' in the first, third, and fifth rows raise the left hand, and the 'twos' in the second, fourth, and sixth rows the right hand."—"Now."

Thus every day for a few minutes give practice of this kind.

First, very simple exercises.

Second, slightly complex.

Third, as complex as possible.

The most lethargic child must get the directions through attention, and hold the directions in mind for a little time.

Here are suggestions as to exercises: In the seats; facing right; facing left.

Varying as to who shall do each act as in the case of raising the hand.

One aim in all this variation is to make it impossible for any child to follow the acts of any one child all the time. He soon learns that it is easier to attend to directions himself than to pick out the child whom he can safely follow in the different exercises.

There is no other way to make a child attend to directions instead of leaning on another child for suggestions.

Rise in the right aisle.

Rise in the left aisle.

Vary as to "ones," "twos," et al, as before.

Thus in ways that will suggest themselves to teachers these exercises can be developed, extended, and varied for the year.

It is better to be ready and not be called for, than to be called for and found wanting.—*Kate Douglas Wiggin.*

CLEVER MANAGEMENT OF AN INCORRIGIBLE.

BY THE AUTHOR OF "PRESTON PAPERS."

A New York school principal, whose record as grade teacher is at least somewhat longer than that which she has made since her promotion, recently managed a case with a "finish" in strategy which would have done credit to an older officer:—

A girl of fourteen, who was "lawless," but not malicious, just simply irresponsible, was making a great deal of commotion in the class from time to time, disturbing the more serious-minded and leading in levity among the less orderly element.

"Send her to me," said Miss — privately to her grade teacher; "not to-day; perhaps not to-morrow, but soon; as soon as the cumulative charges warrant it."

Within a few days Miss Mischief came into her principal's office, full of youthful exuberance, her eyes dancing, her spirits high. For a few minutes no notice was taken of her advent, the principal being busy with routine work at first, and then sending word to certain grade teachers: "Please don't want Susy M—— if she comes asking to be received in your class," but arranging with another, to whom she intended having the girl go last of all, to take her conditionally.

"Why are you here?" was the first inquiry, in a tone of hurt surprise, gentle and kind, but with no hint of condoning evil. When Susy began: "Emma Davis——" the principal interrupted: "I am not asking about Emma Davis. Speak of yourself and of your own conduct only. Why are you here?"

Susy, sobered, recited actual facts. The kind, but unrelenting, judge listened and meditated as Susy grew grave. Then she turned to the culprit: "I can't send you back. That would be unjust to your faithful teacher. I don't want you in the

assembly room, because you won't learn anything there, and so would fall behind your grade. Besides, that might advertise you as unruly, which I don't want to do, but those who saw you there would get a bad opinion of you. I can't have you here, as this is my private office; and I don't want to send you home. Where can you go?" wisely putting the burden of result on the girl.

"Maybe Miss So-and-So would take me," Susy finally suggested, timidly, and with a serious light in the eyes where mischief had so lately shone.

"Maybe she will. Please find out and report to me, for I'm worried about you," kindly, and the principal turned to her other work.

Hopefully the culprit started; but, no, Miss So-and-So had five more than her number now, and didn't wish any others. Slowly Susy walked back to Miss —, and so reported.

"Very well. Try some one else, then; and let me know if you can find a place for yourself," intending that the lesson should be salutary, but stop short of humiliation, which it did, for when Susy presented herself at the room where her anxious principal had made secret provision for her temporary reception—"Why, yes; I have room for another girl of just the right sort. Come in!" was the cheery answer to her inquiry, and a "struck bargain" was effected in a few seconds.

Susy was so overjoyed to find some one who really wanted her and who would give her a place with other orderly girls—whereas she had previously been only tolerated—that she actually sobbed in announcing the fact to her principal; and had she not been dismissed to gather up her books, etc., in order to make the change from one room to another, she might have seen a mist shining in the other eyes, and the expression of great relief at the success of the principal's experiment in dealing with mischievous children.

THE STUDY OF PICTURES.—(III.)

BY MARY ELLASON COTTING.

NOVEMBER.



GAIN place the Van Mieris "Soap Bubbles" (September issue) upon the screen, and bring out the thought of the delightful life a child belonging to so lovely a mother

must have; also that this child when going forth sees very different things from those seen by the children in America.

The flat spread of the land through which thread canals, the dykes, the quaint dress, upright, quiet character and trend of daily life of the Dutch people should be emphasized in little talks and stories before "The Avenue" (Meindert Hobbema) is presented.

While placing this landscape the teacher may remark: "Now we are going to see the picture of a place in that land where the sturdy Dutch people live. You must know that this country, called Holland, lies close to the sea, and unless the people were brave and even watchful and on guard, the sea would cause a great deal of trouble for them. [Class has heard the story of 'The Boy of Haarlem.'] So you will notice how nice the canals are made, and the land so protected by walls and banks that only good can come from having waterways run in and across it.

"There is so much moisture in the air that the growing things, like the trees, are very beautiful. Do you see how evenly those large poplar trees are set along the avenue, and can you discover something else planted quite as exactly and carefully? Yes, there is the garden and a man caring for it. Some day we will find out about the kind of flowers which very likely are growing in that garden.

"Do you think the houses and church are in any way like those in our country? Now there is something pretty splendid about that church.

The Dutch people have caused a light to be placed 'way up in the spire. Can you think why? The church is very near the sea, and the wind blows roughly from the west right off the water, and by having the beacon in that spire the sailors will



AVENUE OF TREES.

know just where the land is and so sail their vessels safely into good harbors. You can judge for yourself how the wind must blow, for the sky is piled across with masses of clouds that look as if they swept along very swiftly. It must be a



THE MAYFLOWER IN PLYMOUTH HARBOR.—Hallsall.

pleasant day, and very charming to be walking along that avenue or working in the garden. Wouldn't you just love to go down to that church and examine the beacon light? Do you suppose

it is like any light we have ever seen? Don't you think it would make the nicest kind of a time to climb up in the spire and look 'way out to sea, and, maybe, there would be ships to be seen!"

The Van Mieris may hang upon the screen one day after the exercise with the Hobbema. At the



THE RETURN OF THE MAYFLOWER.—Boughton.

beginning of the next week place "The Mayflower in Plymouth Harbor" (Halsall) below and at the left of the Dutch landscape (speak of it as a landscape, or give it the real title).

Arouse interest by explaining as follows:—

In the long-ago time there were people living across the ocean in the country called England. It was a beautiful land, and their homes were comfortable, yet these people were not happy, because the king, whose duty it was to manage their country (just as President Taft takes care of our country for us), did not manage wisely, and, well, he didn't even manage kindly. These people were obliged to do acts which they did not consider right, and people would like to do the right things always, you know. After a time, these folks decided to go in a ship to the land where the Dutch people belonged, and they did.

Here they were comfortable, but, do you know, everything was so very different in this country they could not get used to living in it, and, after a time, they returned to England. The king was doing just the same as ever, and, finally, these people decided to sail away from their beloved

England and go to America. This picture shows their ship in the harbor, so far, far away from the place where they used to have their homes.

At another time help the child to expression by questioning as follows: Is there anything in this picture about which you would like to tell some-

thing? What kind of vessel is it? Then would it take a longer time to cross the ocean than if the Pilgrims had come in a steamship? Why did they not come in a steamship? Draw out a description of this vessel and the name of it. Use names—hull, keel, stern, bow, deck, hold, masts, sails, rigging, anchor, rudder, and manner of "sailing the ship." Use of compass and "reading the stars," and compare with methods of

present time. Give names of and duties of those to whose care the vessel is entrusted. Create thought upon the way in which the Pilgrims spent the time during the long voyage. Would people nowadays be likely to do as they did, and why? What season of the year does it seem to be? Will it be easy to establish homes in this strange, wild country? Emphasize need of moral courage and physical endurance necessary to accomplish all these people must before they can be comfortable. Fill in this outline with thought indicated by needs of special grade considering the picture.

After an intelligent understanding of the picture has been gained, place beside it "The Departure of the Mayflower" (Bayes). Let the questioning be of such a nature that the experiences of the Pilgrims from the time of their landing up to this sailing will be considered. Be careful to give the impression that though the hardship was most extreme no one faltered in doing his share towards the making of homes in this land so far from that one which they had left.

Having established admiration for the Pilgrims'



DEPARTURE OF THE MAYFLOWER.—Bayes.

ugged perseverance and moral strength, lead to a questioning concerning the manner in which these settlers would be able to overcome their difficulties. Show that sometimes it is necessary to seek, as well as to give, aid, and that the outreach for aid must be responded to with intelligent willingness and good judgment.

At this point add to the collection upon the screen "The Return of the Mayflower" (Boughton). Questions should be asked to develop thought about the cargo which the ship brings, how it was obtained, how it will be portioned among the Pilgrims, and whether really prosperity had a beginning with the ship's return or otherwise. In detail work out the historical facts of the first days of the settlers, adapting exercises to ability of the grade considering the pictures.

The week following the presentation of the last picture hang upon the screen "John Alden and Priscilla," "Pilgrims Going to Church" (see supplement with this issue), and "Priscilla," all pictures by Boughton.

The analysis of each of these should be simple, and of a nature to make impressions of vast territory, its wild state, the great labor necessary to reducing it to a cultivated condition; the part which the women took in upbuilding homes in the wilderness; the necessities for furnishing, however rudely, and maintaining those homes; the

dress and how obtained; and, above all, the understanding of the unflinching courage and trust in the belief that led them to struggle in this land rather than to accept material well-being in the land of the Dutch people. Bring out the thought of their bettered condition after a time, and the reason for and manner of holding a day for offering thanks. Lead to connection of present time Thanksgiving Day and that of the Pilgrims.

If possible, have one written exercise with a head decoration of any picture which most appeals to the writer. It is not difficult to influence towards spending the "goody" pennies for pictures. Often a request will be made for an entire set, which, neatly mounted, will be treasured in the home.

Note for Teachers.—In selecting several pictures of an historical character for use in this group the work is strengthened, for a connection is made between the study of the pictures as pictures and that of the regular outline for history lessons. Also, it is advisable to make a change occasionally that curiosity about the exercises may be piqued into an acute anticipation for them that would not obtain if the same order of selection prevailed each week. At this time be careful to refer to the subjects under consideration as interiors, landscapes, marines, or landscapes in which people have a place.

SENSE TRAINING.—(V.)

BY LUTHER L. WRIGHT,
State Superintendent of Michigan.



VISUALIZATION or Sight Training.
—Teacher writes column of four figures on board quickly, erases, then calls on individual children to give answer. Proceed in same manner with subtraction, also with the tables.

Teacher writes column of four figures in air or with pencil on board, then calls on children to give answer orally or write answer on board.

Teacher writes number, as \$345,678, on board, erases, then tells children to reproduce same on board or to read same orally.

Teacher writes figures, as, 324 on board,
451

erases, then tells children to reproduce same.

Give child a foot ruler or yard stick, and let him observe length. Then have him put same aside and draw a line on board a foot or a yard long.

Have children draw a six-inch square on board without ruler, a square foot, a rectangle two inches by four inches, etc.

Have children estimate the length or width of door, window, desk, etc. Height of their school-mates, etc.

Place set of blocks before children. Teacher names one block, then covers blocks while she changes order, uncovers for a moment, then calls on child to name blocks in order quickly.

Place a number of objects before children, cover, change order, uncover. Then call on children to name objects in order.

Teacher draws five or more lines on board, one under the other, letting shortest line represent two cents, \$3, five inches, etc. Teacher names longest line or shortest line, lets children name the rest.

Rows skip to the table (girls to the front and boys to the back). Find blocks one-half, one-third, one-fourth, two-thirds, three-fourths, five-sixths, and equal to other blocks.

Give number of the large block. Have child tell what the small one would be and then add the two.

Call the blocks, cylinders, triangles, cubes, squares, etc.

Child skips up to the table, puts hands behind his back. Place a block in them, and he tells what kind of a block it is, as: "This is a cylinder," then holds it up.

In the same way, let pupil give the dimensions instead of kind of block.

Draw figures of blocks in a set on the board, and letter them as: A (large), B, C, and D, compare them, how many small ones could be made from the large, etc.

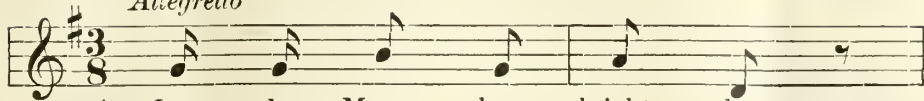
Draw figures of blocks on board, give length and width, children tell what the perimeter is.

Teach dollar and cent signs. Teach pt., qt.,

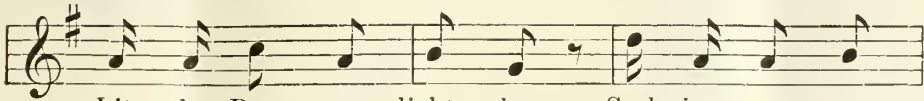
BUNNY AND THE MOON

K. W. RUDIGER
Allegretto

LUDWIG ERK



1. La - dy Moon shone bright - ly,
2. Hunt - er shot at Bun - ny
3. Sought a shel - t'ring shad - ow
4. Then the Moon so kind - ly
5. Next, an inn found Bun - ny,



Lit - tle Bun - ny light - ly, Seek - ing sup - per,
 Missed and said, "It's fun - ny;" Load - ed gun and
 On the moon - lit mead - ow, Said, "Dear Moon, now
 Drew her veil, and blind - ly Cru - el hunt - er
 Paid no cent of mon - ey, Took off jack - et,

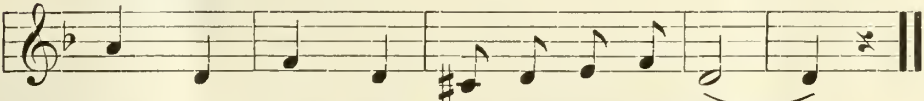


forth did run, Met a hunt - er with his gun.
 aimed a - gain, Bun - ny ran with might and main.
 quench your light! Help in Bun - ny's pit - eous plight!"
 shot in vain; Bun - ny scam - pered down the lane.
 shoes and vest, 'Neath the blan - kets took his rest.

NOVEMBER WIND AND RAIN

Andante

1. Hark! the branch - es in the wind are rock - ing,
2. Hear the rain! how drear - i - ly it's sigh - ing



Hear the waves that on the shore com - plain. . .
 Thro' long nights and days that swift - ly wane. . .

—From the Eleanor Smith Music Primer, copyrighted by American Book Company. Used by permission.

in., and ft., using measures in each case. Teach children to judge weights of things, as to which is heavier, lighter, etc.

Teach table of 2's, 3's, and 4's thoroughly.

Teach addition, subtraction, multiplication, and division signs.

Children skip to the board and write numbers correctly, especially the making of 3's, 5's, 6's, and 9's.

Teach the simple combinations in addition, as

9 8 9 7 8

6 7 8 5 6 etc.

Teach addition of one and two columns and subtraction to two numbers across.

Send several children to the board to write quickly a word they know. Erase words and ask a child in his seat to name each child and tell the

word he wrote, as: "Mary wrote 'cow,'" "John wrote 'high.'"

Hold up one block (one of the larger ones in a set), have children find two or more blocks, the sum of whose volumes equals that of the given block.

Assign a value to one block in a set; have children give relative values of other blocks in the set.

Have children give the ratios existing between blocks of the same set. For example, tell one row to get blocks two and three, then 2-3 is the ratio of this block (holding up small one) to this block (holding up larger one), etc.

Send children to get any block; have them tell what they have, as: "This is a four-inch cube." "This is a six-inch cylinder."

Have children give the perimeters of the various faces of the blocks.

Show children a block; have them find blocks equal to a certain part of the block, as: "Find blocks equal to one-half of this block" or "equal to two-thirds of this block," etc.

Write simple combinations on the board, and have children give the sums.

Place rectangles of various commensurate sizes on the board. Give one a certain value, as eight. Then have children give value of others.

Have children give values of two or more combined.

	4	7	3	5
Give combinations rapidly:	8	6	9	4 etc.
	—	—	—	—

Tables 2's, 3's, and 4's.

Tables using 1-2, 1-4, 2-3, 3-4. As 1-2 of 24, of 30, 18, etc. 1-4 of 16, 20, 28, 36, 48, 44. 1-3 of 30, 21, 15, 39, etc.

Using blocks, give ratios of 1 to 3, 3 to 1, 2 to 5, 5 to 2, etc.

Give the largest block in set the value 1, give relative values of others, as: 1-3, 1-4, 3-4, 5-6, etc.

Train eye to measure inch, foot, yard. Estimate measurements of objects in schoolroom, school yard, neighborhood, etc.

Draw lines on board of different lengths, and have the class tell lines that are twice the length of A, 1-2 of A, etc.

Have class draw with rulers a 5-, 10-, or 6-inch horizontal line. Also vertical lines of various lengths. Let pupils erase and try to draw lines of the same length without rulers.

Have class judge how high the door is, how wide a window or a desk is. Then let them measure to test the results.

Have pupils estimate how much water an ordinary pail will hold.

With a pint, quart, or gallon measure test result. Vary this exercise to include other measurements.

Ask class to look at a picture or other object in the room, and then describe what they saw.

Ear Training.—Let one child run into corner of room with back to children. Teacher points to some child at seat who says: "Good morning" to one in the corner. Child in corner answers: "Good morning" to the one whom he thinks has spoken to him.

Children place heads on desk. Teacher lightly touches one child, this child raps on his desk; then teacher calls on child in different part of room to point in direction from which the sound came.

Call row of children to front of room while children at seats observe and listen. Let each child in front skip across the room. Tell the children at seats to place heads on desks, while teacher points to one of the children in front of room to skip across the room. Then have children at seats tell who did the skipping.

Have pupils listen and tell what they hear, sounds near and far. Strike objects and have children tell difference in sound.

Train the ear by the fast calling of numbers, children to write them rapidly with no erasing.

Familiarize with the sound which different objects produce when touched. Then tell them to put down their heads. Teacher touches several things in quick succession, as: edge of the desk, ink well, steam pipe, etc. Says: "Wake up." Pupil tells what was done in the right order, as: "You tapped the book, the ink well, and then the steam pipe."

Teacher performs several actions quickly, as: Opening and closing door, moving a table, opening and closing a window. Then pupils look up and tell quickly what was done, and the order in which it was done.

Pupils at the board. Dictate four or five numbers. Pupils write quickly, as: 8, 7, 6, 5, 4. This training is for ear as well as memory. Train in large numbers, as: 6,384, 15,875, etc.

Pupils form a circle, teacher standing on the outside with a large rubber ball. Give each child a number, as, 6, toss the ball high so that it will come down in the centre, saying four and two. Child whose number is 6 to catch the ball when it bounces up. No other child is to move from his place.

Repeat a short stanza of poetry and ask children to repeat what they remember.

Dictate a sentence and ask the class to write it.

Touch Training.—Call a row of children to table; have them close eyes while teacher places some objects, as, cone, sphere, cube, cylinder, book, etc., in their hands. Have them feel object, then tell what it is.

Call a row of children to table; have them close eyes while teacher places block in each child's hands. Child feels block, and with eyes closed tells dimensions and number of cubic inches in the block.

Ask the class to touch lightly some book in their desks, and tell what it is without looking into desks.

Ask class to feel of drawing paper. Have them distinguish between right and wrong side.—State Bulletin.

Shine Just Where You Are.

DON'T waste your time in longing
For bright, impossible things;
Don't sit supinely yearning
For the swiftness of wings,
Don't spurn to be a rushlight
Because you are not a star,
But brighten some bit of darkness
By shining just where you are.

There is need of the tiniest candle
As well as the garish sun;
The humblest deed is ennobled
When it is worthily done;
You may never be called to brighten
The darkened regions afar;
So fill, for the day, your mission
By shining just where you are.

—John Hay.



Bess Bruce Cleveland.

THANKSGIVING DAY EXERCISE.

BY JANE A. STEWART.

[Have in the centre of the platform a table ready to be set with vegetables and fruits, etc. The blackboard drawings should be illustrative of the Thanksgiving dinner.]

Opening Song.—“Thanks.” (Tune: “Doxology.”)

Praise God, from whom all blessings flow,
Now let us all thanksgiving show
For greatest gifts, not more than least,
Observing our Thanksgiving feast.

Recitation.—“Thanksgiving” (for five girls).

First.—

Our ancestors in olden time
Once set apart a special day—
Now famous both in prose and rhyme—
For giving thanks a certain way.

Second.—

They spoke their thanks for strength and health,
For great big crops of fruit and maize,
Alike for poverty or wealth,
And hard work of the harvest days.

Third.—

It was with strong and happy hearts
They held a memorial feast each year;
The people came from many parts
To wish each other joy and cheer.

Fourth.—

Some wonder what will be the fate
Of this old custom quaint and sweet,
They ask, do we meet now for thanks,
Or do we only meet to eat?

Fifth.—

Fat turkey cooked just to a turn,
Cranberry sauce and pumpkin pies,—
Are these the things for which we yearn,
And offer thanks with joyful sighs?

“Setting the Thanksgiving Table” (for twenty-four boys and girls, each bringing the special contribution mentioned, either in reality or illustrated by model or picture).

First.—What a lot of good things there are for our Thanksgiving table! I bring potato, which every one likes. The potato came from Chile.

Second.—I bring beans, which came into England from India.

Third.—Here are turnips, which came first from Central Europe.

Fourth.—The beet grows wild in the Mediterranean countries.

Fifth.—Nobody knows where the onion first grew.

Sixth.—The lettuce grows wild in Europe and Asia.

Seventh.—Radishes belong to every land.

Eighth.—The corn or maize is a native of our own country.

Ninth.—Spinach comes from North Asia.

Tenth.—South America is the home of the tomato.

Eleventh.—The carrot grows wild in many Oriental lands and in North Africa.

Twelfth.—The cucumber's native land is India.

Thirteenth.—Squash belongs to the gourd family.

Fourteenth.—The egg plant came from India.

Fifteenth.—Parsley first grew in South Europe.

Sixteenth.—The cabbage is one of the oldest of vegetables.

Seventeenth.—Celery is found wild in Europe.

Eighteenth.—Cranberries grow in England, as well as in the United States.

Nineteenth.—There are 2,000 kinds of apples.

Twentieth.—Bananas grow in the West Indies.

Twenty-first.—Oranges grow in the United States and in Europe.

Twenty-second.—Cheese is made from milk.

Twenty-third.—Raisins are dried grapes.

Twenty-fourth.—Nuts come from different countries. “The Turkey” (group of eight children). [Each carries a miniature model of a turkey; or, if a real turkey is donated to be sent afterward with provisions to some needy family, let it be brought in at the head of the group and placed on the table.]

Leader.—The turkey roamed in the woods of America when the Pilgrims landed on Plymouth Rock.

First.—

I love the robin redbreast,
And the dear little chickadee,
Each is to me a welcome guest,—
But the turkey's the bird for me.

Second.—

I love the little blue jay,
I love the lark I see
Hopping about in the early day,—
But the turkey's the bird for me.

Third.—

I love the shiny blackbird, too,
That wings the air so free,
And the woodpecker, with head of red,—
But the turkey's the bird for me.

Fourth.—

The long-winged swallow, too, I love,
As it darts about in glee;
I love the dear, swift humming-bird,—
But the turkey's the bird for me.

Fifth.—

And there are the little brown wren,
The thrush that flies so free,
The parrot and the peacock, too,—
But the turkey's the bird for me.

Sixth.—

Now can you guess the reason why?
You say it is not hard to see,
With all the other good things, too,
Why turkey tastes so good to me.

Seventh.—

No Thanksgiving feast would be just right,
No matter what other things there be,
Nuts and candy are very good,—
But turkey makes the feast for me!

Recitation.—“Turkey Gobbler,” adapted (by two boys).

First.—

Turkey gobbler! Turkey gobbler! Where are you going?
Don't you know Thanksgiving time is near?
Were I a turkey gobbler, I should be showing
Signs of anxiety and fear!

Second.—

Turkey gobbler! Turkey gobbler! Fright would make
me wobble,
While not afraid you strut to meet your fate,
I should want to live a while and gobble, gobble, gobble,
Not want to be served on somebody's plate.

"Pumpkin Pie" (group of ten children). [One or more pumpkin pies may be brought in and placed on the table.]

Leader.—The pumpkin belongs to the gourd family. It grows in England and other lands, as well as in our own.

First.—

Through sun and shower the pumpkin grew,
When the days were long and the skies were blue;

Second.—

And it felt quite vain when its giant size
Was such that it carried away the prize.

Third.—

At the county fair, when the people came,
It wore a ticket and bore a name.

Fourth.—

Alas, for the pumpkin's pride! One day
A boy and his mother took it away.

Fifth.—

It was pared, and sliced, and pounded, and stewed,
And the way it was treated was harsh and rude.

Sixth.—

It was sprinkled with sugar and seasoned with spice,
The boy and his mother pronounced it nice.

Seventh.—

It was served in a paste, it was baked and browned,
And at last on a pantry shelf was found.

Eighth.—

And on Thursday John, and Mary, and Mabel
Will see it on aunty's laden table.

Ninth.—

For the pumpkin grew 'neath a summer sky,
Just to turn at Thanksgiving into pie.

—M. E. Sangster.

All join hands and circle around the table, singing to the tune of "Sing a Song of Sixpence":—

Sing a song of Thanksgiving,
Table set for feast,
Something good for every one,
From largest to the least.
We are very thankful for
All the good things here,
And we'll keep Thanksgiving
Every day this year.

MISS LACEY'S TALKS.

BY V. WINIFRED LACEY, M. PD.,
Ishpeming, Mich.

I am teaching a district school, and the people do not seem to care whether the children come to school or not. I cannot do the required amount of work unless they attend. What would you suggest?

District School Teacher.

Since existing conditions in your district are not known, your question may not be answered so as to bring real material results, but I will make one or two suggestions. When children do not attend school regularly there must be a reason. It seems natural for the average child to want to attend school if he likes school. If he does not like school did you ever ask yourself as the teacher in charge, "Why doesn't Charlie (or Mary) like to come to school?" Do you know your children? Every district school teacher has the advantage over the city teacher in having such small numbers that it is a real pleasure to study and know the different children. Do you think of methods and devices to interest children? Do you present your work in a pleasing, interesting way so that the children love to listen to you? If a teacher has the children interested in the school work they not only come to school, but the parents will tell you they cannot coax them to stay home. There are children in our schools who refuse to stay at home on wash-day to mind that dear baby, and why? Because they are interested in the school work and are afraid they will miss something interesting. If you will constantly keep in mind the fact that it is the teacher who is the school, then you will have an interesting school and the children will be there every day. Do you show any outward signs of community co-operation? Are you interested in the people of your district? Visit the parents—not only a few of the favorites but each and every parent. Be interested in the things the parents are thinking and talking about. Have the mothers come to visit the school. If these suggestions are not what you can use, write me real conditions of your district and I will carefully consider them and write you.

I am a kindergarten teacher, and have no knowledge of primary work, but would like to

work so that my children would see some connection between the kindergarten and first grade. Where shall I get suggestions?

City Teacher, District No. 2.

Since you are a city teacher and in a building where there are the regular primary grades, I should think the best thing to do would be to read your course of study and there find the amount of work covered or required by the first grade. See wherein you can connect the work of your kindergarten with the foundation work of the first grade and present your work accordingly. It would be better to have a talk with the first-grade teacher, especially regarding the ability of the children you promoted. Ask wherein she finds them weak, and make an effort to strengthen the weak spots. You will get very good suggestions from your first-grade teacher across the hall, and you will at the same time not only be making better first-graders of your little kindergarten children, but you will at the same time show that feeling of co-operation which should exist in every school building. If this answer is not satisfactory, write to the editor of the American Primary Teacher and get a copy of the December issue, which contains an article on that subject.

My children in second grade annoy me by whispering almost all the time. I have put them sitting up in front and in the back and punished them, but they still whisper. Can you suggest anything which will help stop the whispering?

Denver, Colorado.

It is generally conceded by experienced teachers that if a child is interested in his work, if he receives careful directions to do certain work a certain way, and if he has been taught that certain results will be expected in a given time, he will meet the known expectations of that teacher and will carefully do his very best. The result will be that he will have time to do his work and no time for whispering. Keep the children happy and busy, and you will have no whispering. Be reasonable,

MR. WINSHIP'S CONVERSATIONS.

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There is newness everywhere.

This has been a playground summer.

Teaching is a higher art each year.

The Bureau of Education must have more money if it is to give better results.

Superintendent J. H. Francis of Los Angeles has had his salary raised from \$5,000 to \$6,000.

New Jersey starts off with a new state board of education and a new state administration. Great things are expected.

In all hand work do all that you do, so far as you can do it so, as it would be done by a journeyman.

Many a child has done a year's work this vacation, or has at least saved a year's lost time by a little special and skilful attention.

Missouri is having a great upheaval over the padding of the school census. State Superintendent Evans is starting in with heroic decisions.

There are about 575,000 teachers in public and private schools of the United States. Of these, 495,000 are in the public schools.

It is more than forty years since Massachusetts made the teaching of drawing in the public schools compulsory.

Pennsylvania has a new school code, a new state board of education, and a multitude of other new educational features.

February 7 is to be the one-hundredth anniversary of the birth of Charles Dickens. It is none too soon to begin to plan your commemoration of the event.

"The Evolution of Dodd" has passed the half million mark,—a fabulous sale for a teacher's book. Congratulations, William Hawley Smith. It is a great honor to have written such a book.

Dodd's Works.

This is not one of the stock yarns but a bonafide experience: He was a college president in 1908 and was the head of the department of psychology. He was asked if he had ever read "The Evolution of Dodd," and after mature deliberation said: "I think not, though I have several of Dodd's works."

Economize Time.

Much keeping after school may be avoided if teachers will establish the rule that failures in written work should be made up during the fifteen minutes before the opening of school. Tell the pupils to come in as soon as the doors are open and have their work all ready on their desks for them to begin upon as soon as they enter. They are fresher, and so is the teacher less fatigued then than after school.

High School Students With Babies.

Venice, Calif., twenty-two miles from Los Angeles, is to have one of the most interesting and important schools in the country. Cree T. Work, the principal, has a high school class in child study. The students will study elementary psychology; the stages of growth of body and mind; instincts, tendencies, habits, and natural growth of children; physical, mental, and moral training; play, games, work, and other interests of children.

Talks by physicians and others specially qualified to present the subject of sex physiology to separate classes of girls and boys in the fourth year are a feature of this course.

There is to be a baby park as a working laboratory of the class in child study. There the students will actually have the care of little children, playing with them, teaching them along kindergarten lines, caring for them, and observing them in real activity.

Whew!

A teacher had this example upon the board in a room that I recently visited. Presumably it was copied from an arithmetic:—

"A teacher's salary is \$875. Of this she saves \$490. What per cent. does she save?"

There is thrift for you! What an example to the children! What need of pensions when a teacher in a city that pays \$875 can live on \$385! That teacher lives on \$7 a week; pays her board and laundry, buys her clothes, travels, pays doctors, dentists, buys tickets to entertainments, pays her pew rent, contributes to good causes, buys books, magazines, and papers—all on \$7 a week, all that she may lay up nearly \$10! Whew!

Teachers in Clay.

We have more than once referred to the notable achievements in clay under the direction of Miss Idella R. Berry of the Kirksville (Missouri) Normal school.

It is not easy to get normal school students to do the work of children as they need to do it.

In clay modeling this is especially difficult. They may need to make cubes and spheres out of clay or even to mould fruit, but it rarely appeals to them as significant.

Miss Berry and the art teacher conceived the idea of having every student mould the head of one of the men professors from memory. They could not ask these dignitaries to pose for them.

What they did was to elect some man of the faculty, watch him and study him, and then model him in clay.

It was so well done that I had no trouble in naming them one by one.

Heidi.

"Wanted, books that boys and girls will like to read who do not like to read," said Mrs. Harriet H. Heller, superintendent of the county home for unfortunate children at "View Crest," Omaha, one day when she was planning to retire from the superintendency, feeling that she had done her full share in view of the lack of help from men, women, and books.

"Wanted, books that boys and girls will like to read who do not like to read." How few there are! Such books must be of universal interest, as attractive to adults as to children, as relishing for the good as the bad, and the bad as the good. Since that summer day I have been on the lookout for such a book.

"Have you read Heidi?" asked a business man, a thirty-third-degree mason, a man who knows good books. "If not, read it the first opportunity. Let me get a copy for you?"

Before "Heidi" reached me I was in the training school of the Ohio University at Athens, and one of the teachers said: "These children are infatuated with a new book they have about a little Swiss girl's city and mountain life"; and soon one of the boys, reading with a relish, spoke the name of "Heidi," and soon thereafter I found myself neglecting all work for "Heidi," and my advice to you is to read this remarkable book by a Swiss woman, Frau Johanna Spyri. Put it in every library where you have influence, and when you give a child a book, give "Heidi."

Eight-Hour Day for Children.

One of the great services rendered the public by the National Child Labor Committee is in relation to the eight-hour day for children.

The eight-hour day was established in the following states for children up to sixteen years of age: Colorado, Missouri, and Wisconsin. In California and Washington the eight-hour day was established for women and girls. The following important reductions of hours in other states were secured: Massachusetts, a fifty-four-hour week for males under eighteen and all fe-

males in manufacturing and mechanical establishments; Missouri, a nine-hour day and a fifty-four-hour week for all females; Utah, fifty-four-hour week for boys under fourteen and girls under sixteen; North Carolina reduced the working hours of children from sixty-six to sixty per week in manufacturing establishments; Georgia reduced the working hours from sixty-six to sixty per week for all employees in cotton and woolen mills; Indiana established what amounts to a nine-hour day and a fifty-four-hour week for all children under sixteen. Ten states and the District of Columbia have now established the eight-hour day for working children. They are Ohio, Illinois, Nebraska, New York, Wisconsin, Colorado, Kansas, Oklahoma, North Dakota, Missouri, and the District of Columbia.

Don't Cheat the Boys.

An unusual view of the vocational enthusiasm is that of the Chicago Tribune editorial which we reproduce with pleasure:—

"The predomination of girls in the public schools, both grammar and high, is a regrettable fact. It is bad for every one concerned; for the boys, who will not receive their best development; for the girls, who will find themselves obliged to accept as mates men in some ways inferior to themselves; for the city, which will be peopled largely with male citizens narrowed by lack of opportunity; for the republic itself, which will have a mass of voters not really qualified to decide upon the important questions which will be intrusted to them.

"School education is not the only sort of valuable education, it is quite true, but it is the most reliable base of education. It can do no more than open up the doors of life, but, lacking it, many of those doors must remain forever closed, or at least there is danger that they will do so. The American public had in the old days an almost fetichlike confidence in the efficacy of education. It was fanatic in the sacrifices made to give children an education. It was unashamed of poverty, providing it did not imply thriftlessness; and when it meant that high economy which consisted of going without material comforts for the sake of cultivating the mind, it was justly proud of it.

"A return of this old spirit is needed. Don't let the boys go to work merely because the first excitement of money earning is on them. Don't let them heedlessly sacrifice themselves that your own burden may be made a trifle lighter. Your family is standing still when you do that sort of thing, and not progressing as an American family ought to progress. Look to the future of your boys, not to your present ease. They do not realize what they are missing, but you do, especially if you have missed the higher education yourself. The evolution of the family is one of the finest games which anybody can play, and it is one in which anyone may take a hand. Better hold to the old ideals and keep the boys in school. Your self-respect will increase if you do, and the harder it is for you to do it, the more satisfaction you will have from your achievement."

MISS LACEY'S TALKS.

[Continued from page 9.]

and explain in a little talk some morning just why whispering should be stopped. Plan your work so that it will be interesting to the children, and they will be so busy doing that work because they enjoy it that they will forget to whisper. Do not nag or scold on this subject, but be sensible and reasonable.

I feel that I am in a regular old rut of doing things and thinking about things. I would like some new ideas and would like to have a new way of doing things. What shall I do? My school work does not seem interesting.

Annetta, Georgia.

Since you feel as you write, I should think it would be a good idea to subscribe for a good educational paper which would bring to you every month suggestions for your work. From such a paper you will get many very fine suggestions on all subjects, and you will find such most helpful in all your school work. Why not take a visiting day and visit a school corresponding to your grade where you know a good teacher is in charge? In a great many cases such a visit has been more beneficial than anything which could be suggested. Study your children and find out what interests them most, and then study along that line. Get everything possible on that subject which you think will be of interest, and also encourage the children to bring things which are of such interest.

My third grade children cannot work their arithmetic problems and do not want to study their lessons. Arithmetic is not interesting, and I will greatly appreciate some suggestions on this subject of third-grade arithmetic.

Third Grade Teacher, Rochester.

Taking it for granted that your children know their combinations and can promptly add, subtract, divide, and multiply, they should know how to solve the problems. If you are sure of this, then they must not know how to intelligently read the problem. It is true that a child does not solve the problem correctly because he does not get the thought expressed. Suppose you have the problems read orally by the children, and in this manner prove that they get the thought; then if they know the combinations, etc., they will have no trouble. You might ask questions about a certain problem, and in this way teach or develop just what the problem means. It is a great mistake to put an arithmetic text-book into the hands of a child unless he knows the fundamental combinations. Many third grade teachers devote a part of the regular period, or have a special period in which quick, rapid work is required every day in mental arithmetic.

My children in second grade do not seem to write well. How can I improve?

Dakota.

Children in second grade should be expected to write very well and also with pen and ink. Individual instruction in writing is the best and most rapid way to get good results. If the child cannot write alone, give him copies and let him trace for a while, then have him write without tracing. Did you every try decorating your room with the work of children? Have the children know that if they write well you will pin up all the good pieces of work. Some day have the children write a few sentences or words, and have such illustrated by adding a little illustration. It seems to add to the paper, and many children will make a strong effort to write well, just to get the picture pasted on their paper. Let them take samples of their work home. Pick out all the

children who have done well and let them stand in the front of the room and hold up their papers for those in their seats to see, and compare with their poor work. Next day you will find some of the very poorest writers will suddenly develop into excellent writers. They have been aroused and interested, that is all. Let them make little booklets and take them home. During this month of November just think what a great amount of happiness you give children by letting them write a little story about Thanksgiving, arranging it in booklet form. On the cover, color, paint, or draw a picture of a turkey, a pumpkin, a Pilgrim, the Mayflower, etc. Why, every child in your room will make a great effort to write well for the sole purpose of having a little booklet to take home.

Will you please publish in the next month's issue of the American Primary Teacher—the November number—an outline for teaching phonics?

A. H. L.

I think you will find the required information in the June number of the American Primary Teacher. Write the editor for a copy.

What pictures and material would you suggest to interest children who do not speak English?

D. D. R., Toledo.

You will find your question answered in detail in the April number of the American Primary Teacher. Subject—"Primary Reading."

I have so many tardy marks I don't know what to do to improve conditions. I have a third grade city school and my record shows many, many tardy marks every month. Please help me.

Danville.

You may find some suggestions which may be applied to your case in the February number of the American Primary Teacher. Subject—"Cause and Remedy of Tardiness."

Over a dozen questions have been received asking about language, reading, construction, and busy work material for the month of November. It would be impossible to answer each, but the following few remarks will cover all the different individual questions. To the average primary teacher one general thought seems to be the only and most appropriate form of work to present in November—that is, nature preparing for winter. The children can see this round about them, and especially in a farming district. It is also true in a city where they have only a small garden containing the different vegetables, etc. The children help the father gather the ripened fruits and vegetables and store them in the cellar. The children want to talk about the things they see and do. From the subject of vegetables they will naturally be interested in plants, leaves, insects, animals, etc. Their surroundings are brimming full of the most attractive and interesting material for direct use in the primary school. Such work introduced forms a very fine introduction to the subject of the historical Thanksgiving, which every teacher will use in her primary school. The materials and objects mentioned all form the basis of the very best seat and construction work, such as pumpkins, leaves, jack-o'-lanterns, Indians, Pilgrims, the Mayflower, etc. The children will feel greatly rewarded if allowed to close the Thanksgiving thought by making a little booklet, having a little picture or cutting (colored) pasted on the cover, and tied with red, green, or yellow yarn or daisy ribbon. Such things appeal to children, and are a strong incentive to do their very best. Every teacher should hold to the correct historical facts when presenting this subject. The work along this line suggested in a primary school is a natural sequence to the work of October and an exceptionally good introduction to the work which will be used next month—December.

SIMPLE DRAWINGS.

BY KATHARINE GRIEL.



THE BASIS FOR FIRST GRADE WORK.

BY RACHEL ELIZABETH GREGG,

Cape Girardeau, Mo.



In the present development of educational thought, three things seem to form the fundamental factors in determining the selection and handling of material for children during the first years of school life. These are the social development of the child; the basis in the child's previous experience upon which educational procedure rests; and closer unity in the educational system.

If the aims of education throughout the history of the world are thought of for the purpose of generalization, we find that society has always educated its young for the purpose of securing for itself efficient members. As the qualities which make an efficient social unit have changed with advancing civilization, we need but to analyze these in order to find where the emphasis will fall in the educational system. Yet it is true that sometimes only one of these qualities will be emphasized by different thinkers in the education field. We also find the remains of some aims which represent the desired qualities of several decades past. To-day the entire tendency is toward a broader, fuller understanding of what the present age needs in a member of the social body. The individual is handicapped in many ways. He is a unit in a very complex situation where the clues are hard to discover. Without help he can never understand nor appreciate the many lives which are touching his at every point. Without this understanding and appreciation his development or education will be incomplete, and the end for which he was created not obtained. Therefore, his education rests upon the discovering of these clues and the tracing out of the entire process of civilization around him.

Two ways for doing this are now being used in the educational world, both of which present logical reasons for their work. The first begins with the primitive world and traces, step by step, the development of inventions upon which the advance of civilization has been founded. Those

who follow this plan allege strong psychological data upon which to base their work. They maintain that the adult represents, in a cumulative way, the mental development of the race even back to the earliest life. From childhood to manhood, he has successively passed through the race history of many thousand years. Therefore, those activities which assisted the race to develop are best understood by the individual during the corresponding period. Another advantage lies in the fact that these activities are at first simple, and gradually approach the complex, following the general law of development, therefore they suit the educational needs of the child.

The other point of view is equally strong. According to it, the child is living *now* in the midst of a very complex social life which touches him closely on every side. He does not understand it, but he lives it, experiences it, every day. To him it does not seem complex. It is just a great, big whole of which he is the most important part. To understand this whole all at once is impossible, but, day by day, to press gradually outward, always coming back to himself, will furnish the clues needed and keep the individual in his right relation to the whole. Further, the child is a member of society just the same as the adult, and he needs that which will help him to live his life better *now*, rather than twenty years from now.

The second point is an accepted educational principle, and has been given by some the mystical name of apperception. This is the old law of assimilation and analogy with great emphasis placed upon the past experiences of the individual which form the basis for assimilating new experiences. This assimilation of new experiences, which may be either purely mental or motor as to response, is the process we term education. Therefore, in dealing with a child, we have to first take account of his past experiences which may be judged from his environment. Upon these we must found our educational structure. When the normal child of six enters school, his experiences have been entirely bound up with home and the activities found there. For that reason the education of the first year has a stronger approach through the home than through the study of race development.—Bulletin.

MUSIC IN RURAL SCHOOLS.

BY MYRA K. PETERS.

There's ever a song somewhere, my dear,
 There's ever a something sings away,
 There's the song of the lark when the skies are clear,
 And the song of the thrush when the skies are gray.
 —James Whitcomb Riley.



IN working upon this month's outline keep in continual touch with September and October outlines, remembering the work is connected from month to month during the entire year, and that the general rules are always to be used in preparation.

NOVEMBER. FIRST WEEK.

"America," Henry Carey, to be memorized completely.

"The Landing of the Pilgrim Fathers," Butler, by rote.

Introduce key of F from blackboard first, then from p. 20.

Discuss note values and time from pp. 187, 188. Study the three studies on p. 20.

Written work.

SECOND WEEK.

"Come, Thou Almighty King," Giardina, by rote, from "101 Best Songs," No. 16.

"Thanksgiving Song," Jessie Gaynor, by rote, from "101 Best Songs," No. 26.

Explain from the blackboard eighth notes connected with a bar, also introduce key of B-flat, thoroughly explaining the signature; then refer to p. 22 and study entire page.

Study p. 24.

Written work.

THIRD WEEK.

"Abide with Me," William Henry Monk, p. 112, Modern Series.

"Jacky Frost," Eleanor Smith, p. 32, Modern Series.

Study pp. 25, 26.

Written work.

FOURTH WEEK.

"The Cook," Jessie Gaynor, "Lilts and Lyrics," by rote.

Devote the rest of the week to the Thanksgiving spirit and preparation of the Thanksgiving concert.

SUGGESTED PROGRAM.

"America," Henry Carey, entire school standing.

"Come, Thou Almighty King," Giardina, entire school.

PRIMARY GRADES.

"You Know I Am a Brownie," Gaynor.

"Pumpkin Head," Gaynor.

Motion song, "Thanksgiving," Gaynor.

"Farmer and Finch" (boys' voices), Wolff.

"Fairy Song" (girls' voices), Laib.

"The Cook," Gaynor.

"Jacky Frost," Gaynor.

For Advanced Pupils.—"The Landing of the Pilgrims," Butler.

For Primary Class.—"Dairy Maids" (dramatized); "Morning Prayer," Rheinberger.

Entire School.—"Abide with Me" (one verse).

In explanation, continue vocal drill on scales ascending and descending, using syllable "ho," imitating the north wind, but soft-tone quality. For ear-training teacher sings groupings of notes of from three to five different tones with the syllable "loo." Then have children match your tone (after recognizing) with solfeggio syllables. Another manner of ear-training is to arrange an impromptu program by clapping the different songs studied from outline, having the children recognize them first from the rhythm alone.

You will be surprised at the amazing rapidity with which they will recognize these selections. After clapping out your program, sing it.

In introducing each new key call attention to the signature, for instance the key of F. What is the signature? B-flat. Its position upon the staff? Third line. The position of keynote? In the first space. To merely answer "one flat" is not enough. To tell the name of the flat conveys two things to your students, that there is one flat, and it is also B-flat.

Before singing your studies, read them with letters, and each time B is read place the flat, reading it B-flat, etc., thus fixing signatures permanently. Define all marks of expression given in studies, and apply them when singing.

In November, first week, if pupils have not memorized "America" completely, have them do so. I blush with shame whenever I think of the large per cent. of Americans who do not know more than one verse of any of America's patriotic songs. Last summer, when on a large Hamburg-American liner from New York to England, I had particular occasion to know this. We were assembled on the evening of the Fourth of July in the music room. The English stood up and sang all the verses of "God Save the King"; the Germans then sang "The Watch on the Rhine" entire; the Americans then sang with a vim one verse of "America," the second verse not quite so lustily, a few straggling voices the third, and one solitary voice the last. As the boys say: "It's up to us" to remedy this gross neglect.

After two months' work the older pupils should be able to answer the following list of questions intelligently in connection with any song studied:—

The title? "America."

Composer? Henry Carey.

From what country did we bring it? England.

What other national hymn is set to the same music? "God Save the King."

The author? Smith.

The key? G.

The signature? F-sharp.

Position of signature? Fifth line.

The time? Three-four.

The style? Patriotic hymn.

Children should be always taught to rise to sing "America," and remain standing through the four verses; also in public places, when bands or orchestras play the national hymn, to immediately rise, all gentlemen removing their hats through the performance of this selection.

I have my primary grades tap this number (as mentioned in September) before singing, sing it in phrases. I sing opening phrase; they immediately sing the second; I the third, etc. Through the entire song be sure to keep up the rhythm. Also have child go to board and circle accent and phrases.

You then mark the word held on half notes with the bar above and the beat held with the rest.

Have children change and point third and fourth verses while the balance of the school sing.

Call your boys' attention to the fact that there is rhythm in everything; ask them to listen to galloping, trotting, pacing, and walking horses; have them, with hands on their knees, illustrate the movements made by the various horses, and then let your girls find the time to correspond with the different movements.

Study "The Pilgrim Fathers," by rote, soprano only, in connection with your history.

Your new skip on p. 20 is from 4 to 2 of the scale 4 to 1 and from 6 to 8. Introduce these from the board first, 1-2-3-4-1, over and over until it is fixed, then 4-1 will naturally follow. From 8-7-6-876 over and over to 8-6, treating each new skip in this way. Then when the book is in pupils' hands they are prepared to read fairly at sight.

Your written work must be governed by the time you can give for it and the advance of your pupils. I advise always writing scales in the keys you are studying.

If you purchase one copy of the Manuscript Series, Book I., published by Silver, Burdett & Co., it will give you many ideas on this work.

In the second week you have a hymn of praise, also Jessie Gaynor's "Thanksgiving Song." I make a motion song of the latter.

With right hand form sickle; with body slightly leaning forward, swing sickle with rhythm of song four times, from right to left, hands extended as though holding sheaf; then raise arms decidedly vertical above head, and slowly bring hands forward and down with fingers fluttering to imitate falling leaves. Second verse—Crook left arm for bag; with right hand reach and pick two apples, depositing in the bag; extend both arms to gather corn ears; with index finger of left hand point to attic; with right hand indicate corn bins, etc.; but keep your motion rhythmic throughout.

Third Week—"Abide with Me," by rote; "Jacky Frost," also by rote. "The Cook" and "Jacky Frost" are excellent for rhythmic and action work. I am sure you will see all they suggest without my giving it in detail.

The fourth week I have given entirely to a Thanksgiving program arranged from your three-months' work. "The Cook" and "Jacky Frost" might be patted in rhythmic pats (led by yourself) before singing; then sing them as motion songs. A tableau might also be arranged from

Gaynor's "Thanksgiving Song," a large boy in the centre holding the American flag aloft, smaller children, with backs to boy, faces to audience, arranged in graded circles, each holding some of the fruits of the season while balance of school sings.

You will readily recognize that no given rule can be made to apply to all communities and conditions, and we must draw upon our own individuality and ingenuity to fit conditions.

The monthly outlines are only suggestions, and some ideas from which you will enlarge for your own particular work.

Keep your eyes and ears on the alert, and cull from any and all sources.

Two of the best numbers that I have ever taught were R. L. Stevenson's "Bed-Time Song," by Bodie, and "A Dutch Lullaby," by Stultz, one from the Ladies' Home Journal, the other from an Etude.

Prepare your rote songs just as carefully for the children as though for all the dignitaries of the world. Nothing is too good. The higher you make your ideal, the nobler your work will grow, and the farther reaching the results.

Encourage spontaneity in your music periods. When little people's feelings are bruised and their spontaneity suppressed, you have raised a barrier, little as they are, which defies success.

Even the little monotone should, in my opinion, be encouraged to sing. Place him in a front seat, with your true tone in front of him and the true tones of other children around him, and it will mean much to the little stiffened vocal chords and defective hearing. Give him a chance.

Singing can be an acquired art as well as a born gift. I am still making a plea for the music corner in your room. Westminster Abbey has its poets' corner, its musicians' corner, its statesmen's halls, its kings' and queens' chapels, why cannot we have a nook dedicated to a few good composers and music subjects?

Create enthusiasm by reading interesting bits of music news in your current events, and have your children bring these bits of news also.

There are many other books full of beautiful music for children for all occasions and all seasons of the year, which I shall be glad to suggest to you if you are interested enough to write to me, enclosing a stamp for reply.

The numbers that I have arranged for you are every one good, but the selections are limited to two or three books, that the outline may be possible to schools of limited means.

The work is confined to the same supplies mentioned in September and October issues: One desk copy of "The Common School Book of Vocal Music," price, 35 cents (Silver, Burdett & Co., New York, Boston, Chicago); "101 Best Songs," price, 10 cents each, or \$3.50 per hundred (Cable Piano Company, Chicago); "Lilts and Lyrics," Jessie Gaynor, price, \$1 (Clayton Summy & Co., Chicago); "The Landing of the Pilgrims," Butler, price, 5 cents (Ginn & Co., Boston, New York, Chicago); Book I., Manuscript Series, 10 cents (Silver, Burdett & Co.).

MANUAL OCCUPATIONS

EDUCATIONAL PLAYTHINGS.

BY N. M. PAIRPOINT.



PLAY is the most vitally interesting thing to every modern child. This is the result of constantly talking enjoyment, having a good time, and so forth, with the natural effect that our young people are suffering from a dissipation of play, just as our ancestors suffered from a dissipation of work.

It is a state of affairs to be very seriously considered by every one dealing with children, and teachers must realize its power and use it until the parents and proper authorities are prepared to establish different conditions.

be obtained, is very nice for this work.

Three squares will be needed for the table, one each for the chairs, and an extra one for a rug.

To begin with the table, fold or measure the sixteen squares on two of the pieces of paper. These are to be used double for added strength.

Fold each in half, crease a narrow strip along each long edge, and cut through one square on the centre crease. This cut is to be made at the upper edge of one piece and at the lower edge of the other, so that they will slip over each other and the edges will be level.

The loose edges are to be spread apart and

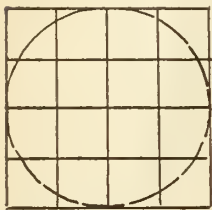


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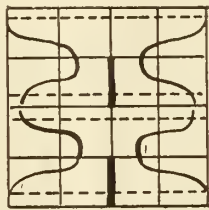
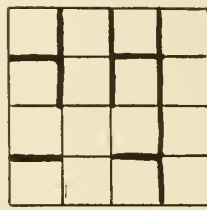
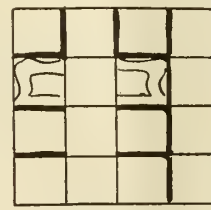


Table Support



Chair



Arm Chair



Table Support

Any object that the child can take home and play with will appeal strongly, and interest is the main incentive to careful work. When the interest is aroused by the object to be made, the teacher has her opportunity to give all necessary information, and at the same time to establish habits of care, thoughtfulness, and concentration.

The festivities of Thanksgiving usually culminate in the Thanksgiving dinner, and the furnishings of the dining-room need particular attention.

Dining tables are of two kinds,—those of the framed sort with four legs or else with a supporting column in the centre that extends into three or four feet.

The table with the centre support will furnish an interesting problem in paper or thin cardboard to so arrange two pieces that they will fit over each other at right angles. By cutting straight slits half way through each piece and slipping them over each other, a joint similar to the half-joint used in wood work will be made.

All paper and cardboard work should be made an introduction as far as possible to the problems of the wood-working shop.

A five- or six-inch square of paper will be found a desirable size, and the children can make their own squares from the usual drawing or construction paper. Brown cover paper, if it can

be obtained, is very nice for this work.

Before they are attached to the top of the table, cut out an ornamental form to make the feet and central column, and paste them to the table top by the pieces of paper turned over at that edge. The top may be either square or round. When dry, this will make a strong and durable table.

In order to have a good set of dining chairs, we should have one arm chair and three plain chairs.

Chairs are made of many different patterns, and various styles of furniture can be found illustrated in the advertising pages of the monthly magazines.

A good plan is to have each pupil find some pictures of the kind of chairs he would like to have, and bring them to school to work from. By following this method, several styles of furniture can be made from one model.

Have the sixteen squares folded on one of the five-inch squares of paper, and draw them on the blackboard with very light lines.

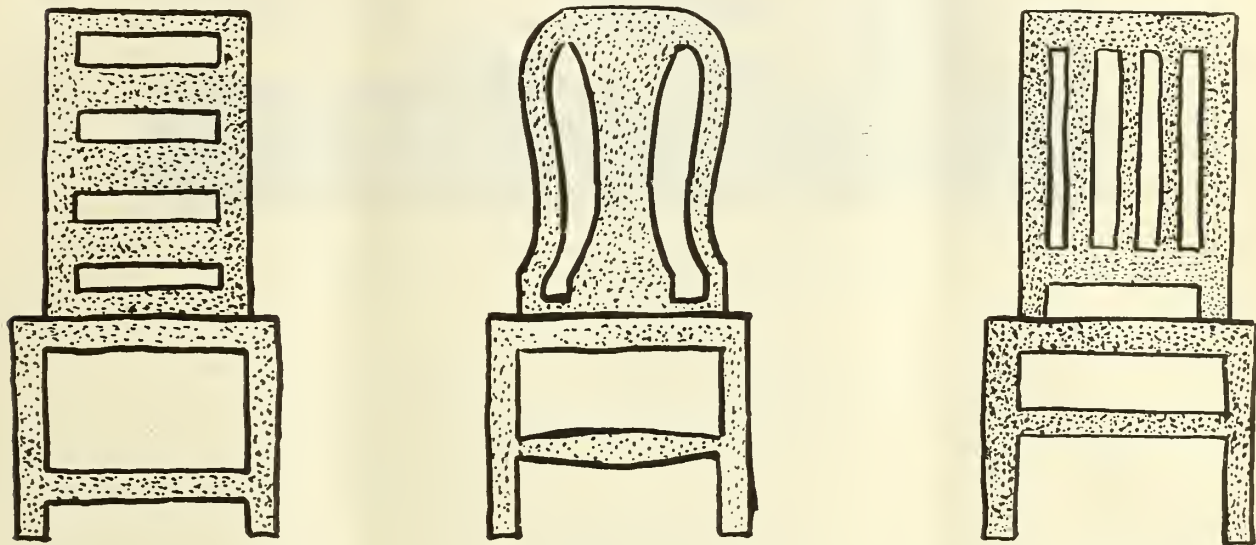
With heavy lines mark on the board the lines that are to be cut, and have the pupils mark with pencil the corresponding creases on their papers. This gives the teacher an opportunity to go round

the room and see that the work is right up to that point, before any cutting is done.

Have the papers cut and folded into the form of a chair, with the additional strip that has been removed pasted over the arms of the large chair and down the back of the others.

Rugs have borders all around them, sometimes consisting entirely of lines of different widths and spacings with plain centres. Others will have designs scattered through the centres arranged on the same principle as designs for wall papers.

The colors may be suggested with water colors



When the pupils know how to construct the chairs, it will be easier if the spaces to be cut out between the rails and in the arms and back are marked and cut before the pasting is done.

The mission furniture, with its straight lines and square corners, is easy to develop in card or paper. Then among the old-fashioned colonial designs are the "slat back" and "banister back," which have lasted in some form till modern times. The chair with a solid piece in the centre of the back was first made in England in Queen Anne's reign, and was elaborated and made popular by that famous maker of chairs, Chippendale.

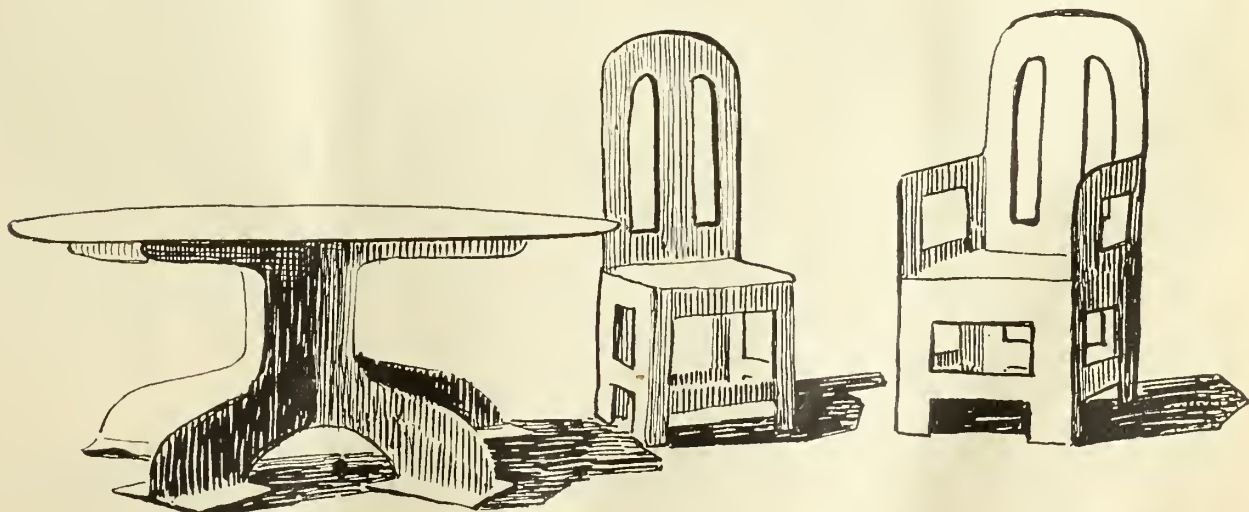
When the furniture is finished, use a square or oblong of paper to make a rug to go under the dining table.

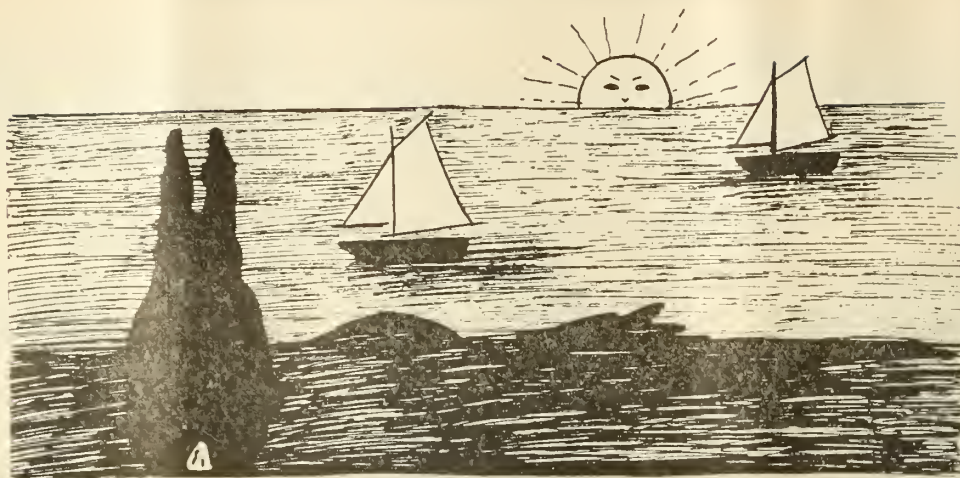
or crayons, and an excellent chance is presented to discuss color harmonies.

When all complete, a strip of cover paper twelve inches wide may be folded into three parts and stood up round the furniture, and a good suggestion of three walls of a room will be given.

By using this method of treating the subject, much original thought and design can be developed.

Emphasize good proportions, pleasing lines and spaces, and sound construction, and help the pupils to realize that the same points that will make a strong and durable toy will also add to the value of real furniture.





Little Bunny Cotton Tail
Is happy as can be,
For he sees the ships a-sailing
Across the silver sea.
"When my ship comes in," he said,
"I'll have a fortune fine,
Then I'll seek out all my friends,
And have them in to dine."

—Laura R. Smith.

HARVEST TIME.



DISCUSS with the children the purpose of seeds. Make clear that they are undeveloped plants waiting to burst out and take up life and meet its struggle.

Second, make a field trip for the purpose of finding out how nature sends her seed children out into the world to find new homes.

HOW SEEDS TRAVEL.

You will go but a short distance before you come to those which depend upon the wind to shake them from their seed cases. The poppy, lily, and nuts are examples. Watch these plants as the wind moves them to and fro, examine the ground underneath, and you will soon be convinced that these plants owe much to the wind. "Balloon" seeds are on every side. Note the dandelion, thistle, wild lettuce, and milkweed seeds as they soar through the air. There, too, are the winged seeds hanging from the maple, ash, and catalpa, heavier than some of their air neighbors, but nature has placed them where the less gentle breezes can waft them to distant homes.

Perhaps you will be fortunate enough to see a bird eating wild berries; as you approach she flies away to a fence and continues her afternoon meal. Explain that this is the reason we find berry bushes growing near fences and trees. In going through the pasture call attention to the burs that stick to the wool of the sheep and mane of horses. The burdock, stick-tight, pitchfork, and clot bur send their seeds many miles in this way. The above are a few ways in which the motherhood instinct is shown. We must not forget that other plants shoot their seeds some distance away and depend upon other agencies

to carry them still farther. Tides and streams furnish conveyance for the less fortunate. Thus we see that every plant has its own method of seed distribution. Determine what it is.

Describe and sketch these various methods. Find seeds which resemble little boats, place them in water. What happens? How do seeds from the cold northwestern states reach the warm regions of the South? Many of our seeds are foreign to this country. For example, the Russian thistle comes to South Dakota from Russia. Ask the children to write a short imaginative story as to how these seeds crossed the ocean and reached their first American home. Excellent geography and language work may be taught through a study of these seed travelers. They travel over land and sea in search of favorable homes where soil, climate, and environment are suitable. Like people who come to our shores in search of new homes, they select those parts of the country where a living is obtained under the most favorable conditions. There must be a reason why the lily grows near water and the thistle in the meadow. How did the Russian thistle cross the plains, ever climb the mountain side? Round as a ball, few leaves, and drinking little water it is adapted to varied conditions.

Study burs, pods, and heads to determine the number of seeds to a plant. A burdock occupies a space about two feet square. Suppose every seed on a plant should develop into a plant as large as the parent, compute the space that would be occupied by burdocks.

WEEDS.

Most of the examples we have given above fall under the head of weeds. The difference between a weed and a cultivated plant is so slight

that what is a weed to one person may be raised for economic or aesthetic purposes by another. When a plant is out of place, we call it a weed. It may be out of place in any of the following ways:—

WHY WE SHOULD BECOME ACQUAINTED WITH WEEDS.

First, they rob the soil of its fertility.

Second, weeds require labor.

Third, they crowd out other more valuable plants.

Fourth, our soil needs all its moisture.

Fifth, weeds are often poisonous to stock.

Sixth, they wear out machinery.

Seventh, they are offensive to the eye.

ONE USE FOR WEEDS.

Dry farming is simply keeping all the moisture that nature gives us. This is done by mulching or keeping the top of the soil loose. If these weed enemies were not present we might forget to cultivate our crops. Hoeing, cultivating, and harrowing keeps the soil loose, and moisture cannot escape.

The importance of the above study can only be estimated when we consider that our state is fast being overrun with weeds. Teach the child the way of the plant, and when he becomes a man he will profit therefrom.—Utah Educational Review.

WHILE LOOKING ABOUT.

BY A. E. WINSHIP.

Developing Power in English.

The normal school of Reading, Penn., Miss Martha A. Seiders, principal, has demonstrated great possibilities in the development of power in the use of English.

We give an entirely original story written by a student in this training school. This is the legitimate and natural fruitage of the method of teaching.

The students read a story with great care, read and re-read until it is theirs completely.

Then they tell it to little children. They learn to tell it by telling it over by themselves until they can do it in a really artistic way. They appreciate that it is a work of art to tell a story, and that it is worth their while to tell a story artistically.

Then they paraphrase the story, putting it wholly in their own language, making it in the most complete way their own.

Then they condense it to the limit, telling all the essentials, and only the essentials, in as brief a way as they can.

Having thus brought it down to the lowest terms, they proceed to expand it from those lowest terms, giving an entirely different phrasing from that before it was condensed.

After a thorough and inspiring course in story telling, they can, of themselves, take a picture, an incident in real life, or anything in nature, and make a story of their own.

These stories are the creations of students after such training.

THE PARTY.

All the children in Greentown were invited to a party. Mary Johnson, who lived in the largest house in the village, would be seven years old, and her mother was having a birthday party for her. Two weeks before the date every little girl and every little boy had received an invitation; in fact, no one was forgotten.

How excited the children were! Little girls chattered about white dresses and sashes, while the boys wondered whether the ice cream would be pink. Moreover, Mary had said that it was going to be outdoors on the lawn. Nobody in Greentown had ever been at a lawn party.



The most excited little girl was Mary's best friend, Dorothy Dixon. Both she and her little brother, Bobby, were going; her little sister was only two years old and too young to go.

The day before the party little sister became ill, and the doctor said it was measles. Of course Dorothy and Bobby could not go to the party. They were heartbroken, but knew that it was useless to cry. The next afternoon they stood at the gate and watched the other boys and

girls troop by on their way to the party.

"I wish we were going, too!" sobbed Bobby.

"Don't cry, Bobby," said Dorothy, who was three years older. "We'll have a lawn party, too."

"How can we, just us?"

"Well, there's Marie Josephine," suggested Dorothy, hopefully.

"Dolls!" cried Bobby, scornfully. "What's dolls? They can't play games!"

"No, but they can come to the party."

"Well, we might try it," Bobby consented; "but what can we have to eat?"

"Oh, you'll see," cried Dorothy as she ran to find Marie Josephine.

Down in the garden near the gate stood a bench.

"Just the place for a lawn party," the children cried.

"Let's play it's Marie Josephine's birthday, and have a cake with candles," cried Bobby excitedly.

"And ice cream, too!" shouted Dorothy.

Bobby brought sand and carried water in his new tin pail, while Dorothy made the birthday cake. Seven sticks made seven candles; more sand and water became ice cream, and water was lemonade. How Marie Josephine enjoyed it! She smiled and smiled at the children as they pretended to eat the cake.

Just then the gate clicked. Up the path came Mary's mother with a tray full of good things from the party—real birthday cake, real ice cream, and real lemonade.

"Why, this is most as good as a real party," cried Bobby, his mouth full of birthday cake.

Dorothy nodded, and Marie Josephine smiled and smiled.

Elizabeth V. McHose,

Junior class, City Training school, Reading, Pa.

PRIMARY STUDIES IN LITERATURE.—(III.)

BY ANNA WILDMAN,

Philadelphia.

CUPID AND THE BEE.

Upon a day, as Love lay sweetly slumb'ring,
 All in his mother's lap,
 A gentle Bee, with her loud trumpet murm'ring,
 About him flew by hap.
 Whereof when he was wakened with the noise,
 And saw the beast so small,
 "What's this?" quoth he, "that gives so great a voice,
 That wakens men withal?
 In angry wise he flies about,
 And threatens all with courage stout."

To whom his mother, closely smiling, said,
 'Twixt earnest and 'twixt game:
 "See! Thou thyself art likewise little made,
 If thou regard the same.
 And yet thou suff'rest neither gods in sky,
 Nor man in earth, to rest;
 But when thou art disposed cruelly,
 Their sleep thou dost molest.
 Then either change thy cruelty,
 Or give like leave unto the fly!"

Ne'theless, the cruel boy, not so content,
 Would needs the fly pursue,
 And in his hand, with heedless hardiment,
 Him caught for to subdue.
 But when on it he hasty hand did lay,
 The Bee him stung therefore.
 "Now out, alas," he cried, "and well away!
 I wounded am full sore.
 The fly that I so much did scorn
 Hath hurt me with his little horn."

—Edmund Spenser.

QUESTIONS AND SUGGESTIONS.



WHAT people believed in Cupid, the little god of love, and Venus, his mother, goddess of beauty, and made stories about them? Tell all that you can about the beautiful land of Greece, in which these people lived. Try to describe Venus. Describe Cupid. Where was the goddess mother sitting while the little Love lay sleeping in her lap? What could she see as she looked about her? As you name the objects give their colors. What sounds could she hear? Could she smell any sweet odors? What time of year was it? What time of day? What kind of bee was it that came buzzing near? Can you make such a sound as it made? What does *by hap* (s. 1, l. 4) mean? What is the meaning of *withal* (l. 8)? [At the same time.]

What is meant by "'Twixt earnest and 'twixt

game" (s. 2, l. 2)? Put into other words "If thou regard the same" (s. 2, l. 4). What is the meaning of *suff'rest* (l. 5)? Name as many as you can of the Greek gods and goddesses (l. 5). Explain line seven. Tell the meaning of *molest* (l. 8). How did Cupid disturb the sleep of gods and men?

Why, do you suppose, did Cupid wish to catch the bee? In running after it, where did he go? What does *hardiment* (s. 3, l. 3) mean? How does it feel to be stung by a bee? How does the wound look?

Draw a picture of a bee. Write in your own words the story of "Cupid and the Bee." Learn this poem for recitation.

Edmund Spenser, who wrote this poem, was an English poet who lived in the time of the great Queen Elizabeth, that is, in the sixteenth century. He was the author of much beautiful poetry, but "Cupid and the Bee" is not entirely his own. The original was written in Greek many years before Spenser's day. It is said to be by a poet named Anacreon, who lived about 530 B. C., but it may be the work of an unknown poet who lived much later—after the beginning of the Christian era. Robert Herrick, who was born about forty years after Spenser, has a translation, called "The Wounded Cupid," which is probably more like the original than Spenser's:—

Cupid, as he lay among
 Roses, by a bee was stung.
 Whereupon, in anger flying
 To his mother, said thus, crying:
 "Help, oh, help, your boy's a-dying!"
 "And why, my pretty lad?" said she,
 Then, blubbering, replied he:
 "A winged snake has bitten me,
 Which country people call a bee."
 At which she smiled; then with her hairs
 And kisses drying up his tears,
 "Alas," said she, "my wag! if this
 Such a pernicious torment is;
 Come, tell me, then, how great's the smart
 Of those thou woundest with thy dart!"

The pupils may read this poem also, and compare it with Spenser's. Both will furnish interesting studies of much value, both for their literary quality and for the lessons of kindness and sympathy that can be taught through their means.

The children begin their education when they begin to play; for play not only affords an outlet for their energy, and so supplies one great means of growth and training, but places them in social relation with their mates and in conscious contact with the world about them. The old games that have been played by generations of children not only precede the training of the school and supplement it, but accomplish some results in the nature of the child which are beyond the reach of the school.—*Hamilton Wright Mabie.*

THE CAT FAMILY.

I.

sharp cous ins ti gers claws
mouse gen tle be long dark

Do you know that your gentle pussy cat has a great many cousins?

Let us call her and see if she can tell us about her family. She will not need to talk if she will let us look at her paws, her eyes, and her whiskers.

All the animals in the cat family have soft paws, sharp claws, and eyes that can see in the dark as well as in the light.

They all wear coats of fur and have sharp teeth and long whiskers. They like to sleep in the daytime and hunt at night.

And they watch for the animals they wish to catch as a cat watches for a mouse.

II.

wire coun tries cages fur
fierce un hap py striped iron

The largest animals of the cat family live in the forests of the warm countries. Many of them are caught in traps by hunters, and are brought over the sea in strong iron cages.

Some of these wild animals are kept in parks, in their cages, or in rocky dens covered with strong wire. Others are carried about from one place to another for people to see.

The poor beasts are very unhappy in their cages. They long to be free to run about in the woods, and find their own food.

Lions and tigers belong to the cat family. We are told by hunters that in their own woods they are very beautiful animals.

Tigers have yellow fur, striped with brown. They look like large, beautiful cats, but they are so fierce and strong that they can kill horses and cows, and carry them away.

III.

lost keep er troub led wagon
mane pet ted great ly pushed

The lion's fur is brown or yellow-gray like the dry grass and leaves in which he hides.

A large lion with his long, black mane looks as if he might be the king of all the animals. He is often called the king of beasts.

We read that lions soon learn to love the people who feed them and are kind to them.

Once a lion pushed open his cage door, walked out, and climbed to the top of a high wagon. He would mind no one until he heard the voice of his keeper's

little girl who had often fed him. At her call he jumped down and went back into his cage.

A sad story is told of a lion that had lost his keeper. Day after day the poor beast walked back and forth in his cage waiting for his master. He would not eat, and at last he died of sorrow.

Another lion was greatly troubled by rats which came into his cage and ate his food.

A little dog was put into the cage to kill the rats. The lion petted the little dog, and would not let any one take it away from him. At night he put his great paws around it while it slept.

At first the dog was afraid, but he soon learned to love the lion, and these two strange friends stayed together as long as they lived.—From Taylor's Second Reader, published by the American Book Company. Used by permission.



TIMELY TOPICS.

THE NEW AIR-LINE MAIL.

Have you had a letter yet by the new postal route? For you must know that Uncle Sam is trying out a new plan for carrying some of the letter-bags. He has tried the trains and boats, the stage and pony express, and now he is trying the flying-machine. England has been sending mail in this way for some time, and Uncle Sam does not intend to be beaten by John Bull. The other day Mr. Hitchcock, our postmaster-general, went up in an air-ship down in Long Island, with seventy-eight pounds of mail matter in a pouch, and went to Mineola, where he dropped the mail sack at the feet of one of the mail carriers. A large crowd was present to see the new way of delivery, and they cheered wildly when the mail was thrown down from the sky. Mr. Hitchcock spoke of the plan as a great success, and the people wondered as they got their first letter by the new air-line. The same plan has been tried out at St. Louis, and it worked well there also. Will it not seem strange to us when we get our first letter by airship? But we shall all get used to it in time, for it is bound to come.

THE FLOOD DISASTER AT AUSTIN.

Several years ago a dam broke at Johnstown, Pa., and hundreds of lives were lost as the mad waters rushed down upon the homes in the valley. And the other day just such a terrible experience came to Austin—another Pennsylvania town—and many lives were lost and a great deal of property destroyed. It was not so bad a disaster as that at Johnstown, but it was bad enough and sad enough! I have often wondered why people will build their homes down so near river level, when a cloudburst or a breaking dam may sweep the house and all in it away to death in an instant. It seems very foolish. The railway and the factories and the business houses may be down by the river side, but it seems as if the homes ought to be built far enough up the hillsides to be beyond the reach of the angry waters. There are scores of villages, however, built down where the flood can reach them, and the people live in fear of hearing the steam-whistle which bids them leave everything and take to the hills for safety. I sometimes think we ought to have a new set of building laws for some places that do not seem to have sense enough to build for themselves in a safe place. Until we have some such laws we shall every now and then hear of such dreadful happenings as those at Johnstown and Austin.

AN INTERESTING VISITOR.

He comes from England. His name is Alfred Tennyson Dickens. He is the son of Charles Dickens, the great English writer. The father gave the son the name of the great English poet, Alfred Tennyson, who was one of his dearest friends. Mr. Dickens is to be in this country several months to give lectures about his father, and perhaps to tell some family stories that have never been in print. The father—Charles Dickens—visited this country many years ago, and made a great many friends among our people who had read and liked his books. And this adds to the interest of the son's visit, and will help to make him welcome. The little people of to-day have not read any of Charles Dickens' books yet, perhaps, but if they ask their fathers and mothers they will

find that they know a good deal about "David Copperfield," "Oliver Twist," and many other of the delightful books that he wrote.

THE FALLS OF MINNEHABA.

I doubt not we have all heard about, if we have not read, the delightful Indian poem, "Hiawatha," which the poet Longfellow wrote. It is full of the journeys and the huntings of Hiawatha, one of the noblest of Indian braves. In his travels he came to one place where there was a beautiful stream with a waterfall called "Minnehaha"—"Laughing Water." It was

"In the land of the Dacotahs,
Where the Falls of Minnehaha
Flash and gleam among the oak trees,
Laugh and leap into the valley."

Well, the falls of Minnehaha have not been flashing and gleaming and leaping for nearly two years because of the drought. In fact the pretty little Minnesota river was dry. But lately there has been much rain in that section, and the waterfall is laughing and leaping again, just as in the old days when Longfellow helped to make it famous. All the visitors to the park—for the waterfall is in a park to-day—are delighted to see it busy again. They can hear again

"the Laughing Water
From behind its screen of branches."

WHISTLING FOR THE BIRDS.

While Luther Burbank of California is making the plants do almost anything he bids them, Charles Kellogg of the same state is making the birds follow him whenever he calls them by his whistling. Mr. Kellogg has been in Boston lately, and went out on the Common, where he began whistling the very notes of the birds, and they came from every direction to follow the man who was talking to them in their own language. There were hundreds of them,—nut-hatches and jays and sparrows,—that flocked to hear this man who could so perfectly imitate their own notes. Here is something the little people of to-day might learn, how to mimic the birds so that the birds would readily come to their call. One of the things Mr. Kellogg said in his walk may set the girls thinking: "I love the birds, and we are friends. I really think it is a crime for women to wear birds in their hats. If they cannot look beautiful without killing some dear little bird, then they should go without beauty."

SILENCE FROM THE SOUTH POLE.

Ever since Peary reached the North Pole, there has been a keen rivalry as to which nation should have the honor of being first at the South Pole. There are three parties of men out on the perilous journey—one American party, one British, and one Japanese. They have been away from their ships for many moons, and not a word has come from them since they started on their tramp across the ice. But it will not be long now before the world may hear from them. Any day the long silence may be broken, and the news come that the South Pole has been visited as well as the North. And then, just think of the silence for the men, for they cannot hear anything of what the world is doing these active days. No tidings for them of the

FRIDAY AFTERNOONS.

A Thanksgiving Recipe.

Takes one little girl or boy,
Two hands to work and play,
And just one loving little heart
To make Thanksgiving Day.

—L. G. Warner.

We Thank Thee.

WE have so much to thank Thee for,
Dear Father up in heaven,
So very many pleasant things
Thy love to us has given.
We thank Thee for our happy homes
With all their loving care,
For father, mother, and for all
The little children there.

We thank Thee for the summer time
With all its joyous play,
For birds and flowers and playmates dear
That gladdened every day.
We thank Thee for the sunny hours,
And for the falling rain,
That helped the tiny seed to grow
And gave the golden grain.

For apples on the orchard houghs,
For purple grapes and plums,
And all the wealth of luscious fruit
That with the autumn comes;
The nuts that drop from open hurs
On spreading chestnut trees,
And all the treasures of the field,
We thank Thee, too, for these.

But most of all for Thy dear love
That watches night and day,
And follows us and brings us back
Whene'er we go astray.
Help us to thank Thee not alone
In happy songs of praise,
But by our gentle, kindly deeds
And thoughtful, loving ways.

—Kindergarten Review.

Plenty to eat and plenty to wear,
Glad Thanksgiving Day!
Plenty of freedom from toil and care,
Glad Thanksgiving Day!
Plenty of flowers to make earth sweet,
Plenty of cold and plenty of heat,
Plenty of friends we love to meet,
Glad Thanksgiving Day!

—Selected.

Friends.

NORTH wind came whistling through the wood,
Where the tender, sweet things grew.
The tall fair ferns and the maiden's hair,
And the gentle gentians blue.
"It is very cold; are we growing old?"
They sighed: "What shall we do?"

The sigh went up to the loving leaves,—
"We must help," they whispered low.
"They are frightened and weak, O brave old trees!
But we love you well, you know."
And the trees said: "We are strong—make haste!
Down to the darlings go."

So the leaves went floating, floating down,
All yellow and brown and red,

And the frail little trembling, thankful things
Lay still and were comforted.
And the blue sky smiled through the bare old trees
Down on their safe warm bed.

The Snow Flowers.

WHEN birds to sun-land southward wing,
And chilly winds begin to blow,
The babies that were born in spring
Think all delights are ended so;
But Jack Frost laughs aloud, "Ho! ho!
There's joy ahead they little know,
They have not seen the snow!"

Then he begins to call his sprites
From the bleak, trackless north afar,
Where each one in the frozen nights
Has made from ice a crystal star;
And Jack Frost laughs in glee, "Ha! ha!
These shine like bits of glittering spar,
What flowers fairer are?"

And from the clouds he rains them down
Upon the cheerless earth below;
So thick they cover field and town,
So fair the brooks forget to flow;
And Jack Frost laughs, well pleased, "Ho! ho!
Could summer whiter blossoms blow?
What think you of my snow?"

—Arlo Bates, in St. Nicholas.

Grandma's Loving Smile.

HAVE you got a sweet old grandma
With shining silver hair,
And when Thanksgiving Day comes round,
Do you eat your dinner there?
Ned thinks the turkey's the best part;
Joe likes the mince pie best;
But I vote for grandma's loving smile,
For that flavors all the rest.

—Selected.

The Whistling Boy.

ONCE knew an odd little chap
That whistled the livelong day;
When he got out of bed, when he got into bed,
And between times he whistled away.
He whistled in dumps and he whistled in joy,
Till people would say:
"There's that whistling boy."

One day he strolled down by the sea,
That gay little whistling lad,
There the sailor-men painted him green
And all the queer colors they had,
Then they towed him out ever and ever so far,
And anchored him fast by the surf-heaten bar.
And as past him the fishing fleet daily deploy,
Men say: "See what comes
To a whistling boy."

So out there he tosses and rolls
And kicks when the porpoises bite;
But the man on the lookout in fog and in storm
Hears his whistle by day and by night.
Then aboard ship the word is: "All hands ahoy!
Hard a-starboard your helm!

There's that whistling buoy."

—W. S. C., in the Sailor's Magazine.

Bottle the Sunshine.

BOTTLE the sunshine up, my dears,
 And lay it safe away,
 Hammer the cork in good and tight,
 Keep for a rainy day;
 For clouds will come and showers will fall,
 And earth and sky look sad;
 Then fling the cheery rays about,
 And make the old world glad.

Bottle the sunshine up, my dears,
 Sweet temper lay away;
 Carry through life a smiling face,
 And let your heart be gay.
 There's sorrow plenty in the world,
 And strife and bitter pain,
 So line the clouds with golden beams,
 And sing a glad refrain.

—Lizzie DeArmond, in the Advance.

Boys.

THERE are ever so many kinds of boys—
 Rollos and Tommys and Fauntleroy's;
 Boys that are crnde and blnt and rough,
 And boys that are made of a finer stuff.
 Boys who try, in their blundering way,
 A kindly, chivalrous thing to say,
 And only succeed in stammering ont
 Some words whose meaning is left in doubt.
 Boys who are awkward, boys who are bold,
 Boys who will never do as they are told;
 Boys who are bashful and painfully shy,
 Who can't be at ease however they try.
 Boys who are dull and boys who are bright;
 Boys who are always ready to fight.
 Boys with ambition and boys without,
 Boys who whistle and boys who shont;
 Boys who wheedle and boys who tease,
 Boys who wear holes in their tronser knees.
 And of them all, which is the best?
 'Tis not a matter we need discuss—
 He's just the boy who belongs to us!

—Carolyn Wells, in Life.

A Resolve.

ALL good thoughts I will think to-day,
 And many pleasant words I'll say;
 The deeds I do shall all be kind,
 So happiness I'll surely find.

—Virginia Baker.

Saturday Night.

HOW pleasant is Saturday night,
 When I've tried all the week to be good,
 Not spoken a word that was bad,
 And obliged every one that I could.

—Selected.

Good Queen Bess,
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BOOK TABLE.

THE CAREER OF THE CHILD.

By Maximilian P. E. Groszman, P. D. Boston: Richard G. Badger, the Gorham Press. Cloth. 335 pp.

The number and character of the books that have been written in the past decade on child study is commendable. And a book that will stand out as prominently in this mass of educational literature as will Dr. Groszman's "Career of the Child" deserves more than passing notice. Education is a science and on this basis the author works out his system. In the first chapter he brings out the dignity and responsibility of the teachers' profession by showing that teaching is essentially a spiritual thing; and he laments the secularization of our education. While denominational schools have become institutionally fixed and objectionably authoritative our public schools have declined all responsibility for the ethico-religious training of their pupils. The secularization of instruction has exerted a deplorable and degenerating influence on the quality of the teaching talent. The teacher should be the child's friend and counselor. "The conscientious teacher will endeavor to bring about an intelligent co-operation of the school and the home first of all." In the rural district he is a missionary; in the city he is the ardent auxiliary of the social worker. These ethico-religious duties are what make for the new dignity and the new responsibility of the teachers' profession. An application of this religious training of the child may be made in the kindergarten where the young soul is open to lofty ideals. Music, pictures, and story-telling are cheerful, and they stimulate right thought and action. The kindergarten should be the foundation where the child recognizes the true meaning of education. The whole school system should be in purpose one large kindergarten. The child is the real centre. All instructional factors must be unified, making an organic whole so that there may be in the child's mind a unity of conception. Let us simply direct the child and create conditions so that he may find the truth. Self-activity of the child is the keynote in this scheme of co-ordination. Our language teaching disturbs the author; our language books are too full of matter and definitions. Reading is true language instruction, and copying and memory work are far more valuable than text-books. Our grammar instruction of the present sort may be legitimately reserved for the secondary courses. The chapters on discipline, defectives, and criminals show the true solution to be in the sympathy, self-sacrifice, and soul-loving character of the teacher. And there must be far more individual attention than at present. One value of Dr. Groszman's book lies in his organization of a system of education which is composed, not of his own ideas alone, but by showing how most of the modern systems agree with his conception. The text is replete with quotations from our educational thinkers. The superintendent who reads the book will not become bewildered thinking that he has run across another set of educational

principles incompatible with its predecessors. Rather he will find in "The Career of the Child" the comforting realization that we all mean the same thing, that all systems have the same underlying basis.

SUPPLEMENTARY SONG SERIES. Compiled and arranged by Edward Bailey Birge, supervisor of music, Indianapolis. Five-book series: Number One, first three grades; Number Two, fourth grade; Number Three, fifth and sixth grades; Number Four, sixth and seventh grades; Number Five, eighth and ninth grades. Boston. New York, Chicago: Silver, Burdett & Co. Paper. (7x9 inches.) 64 pp. each. Price, 15 cents.

Silver, Burdett & Co. have always been prominent in leadership in public school music teaching. At first their sole business was the introduction of music into the public schools, and they have always had a large part in extending the teaching of music and in the supply of music books. This is one of their characteristically courageous departures, providing about fifty songs in each of the five books, carefully graded and finished, for fifteen cents each, or three songs for a cent. Designed to supplement the regular school music readers, this series is made up of melodious, attractive songs, drawn chiefly from the master musicians of the world. While the songs have distinct educative and technical value, they are chosen for their musical quality. The several numbers consist of music that the pupil enjoys because of its universal appeal; music that he enjoys rendering because it is placed within his mastery and touches his experience. Old masters and old favorites appear side by side with songs written by modern composers for present-day children. Skill and long experience directed the arrangements for the different grades. In appearance, the books are decidedly attractive with their heavy art-paper covers.

A MOTHER GOOSE READER. By Superintendent Charles W. Mickens, Adrian, Michigan, and Louise Robinson, Lonisa M. Alcott school, Boston. Boston, New York, Chicago: Silver, Burdett & Co. Cloth. Illustrated. 120 pp. Price, 36 cents.

This is one of the most fascinating and ingenious of primary readers. There are forty Mother Goose rhymes. With each there is a page of sentences, often questions, using over and over again in prose every word and phrase in the rhyme. The "Mother Goose Rhymes" are here, and so is an almost equally charming prose story, an expansion of the rhyme. The lessons are so cleverly constructed that pedagogic merits are concealed under the charm of new action and new dialog. The words of the rhyme are repeated in such a variety of phrases that any tendency to a parrot-like learning of the word is counteracted. Delightful suggestions for the carrying-on of the story are found in the pictures. These illustrations—quaint, refreshingly simple and artistic—are interpretative of the child's point of view; they stimulate his imagination and delicately please his naive sense of humor. The careful grading of

the book and its well-selected vocabulary make it ideal for children who have finished a primer.

OUR COUNTRY AND ITS PEOPLE. By Will S. Monroe, Montclair, N. J., Normal school, and Anna Buckbee, California, Pa., Normal school. New York: Harper & Bros. Cloth. Illustrated. Price, 40 cents.

This combination of authors is eminently happy for the making of an introductory geographical reader. Mr. Monroe is the best descriptive writer of countries known personally through travel, his series on Turkey, Sicily, Scandinavia, and other European lands being in a class by itself, and Miss Buckbee is an exceptionally skilful teacher of both geography and history. The facts are reliable, the method of presentation is eminently progressive, being distinctly different from any other geographical reader. It emphasizes nature and human nature appropriately, and while intensely interesting for reading, it is so adjusted to its mission as to be more easily remembered than most text-books in geography. The book is graded for the fourth school year. At the close of each chapter are brief paragraphs stating concisely that which should be remembered. All in all it is a good text-book and a good reader, the most of the best to be anywhere found in the same space.

A WEEK ON THE CONCORD AND MERRIMACK RIVERS. By Henry D. Thoreau. Illustrated by Clifton Johnson. New York: Thomas Y. Crowell & Co. Gilt top. Extra. Boxed. Price, \$2.00, net.

Thoreau is in a class by himself in nature interpretation and suggestion as much as is Emerson in essay writing, and his "Week on the Concord and Merrimack Rivers" is the height of his skill. This edition is exquisitely printed, illustrated, and bound.

GAMES AND PLAYS FOR CHILDREN. By Laura Rountree Smith. Chicago: A. Flanagan & Co. Cloth. Price, 40 cents.

Miss Laura Rountree Smith is an exceedingly clever writer for teachers and their pupils. She senses the needs of both and is skilful and tactful in supplying these needs. Everyone knows that games, song games, and plays are everywhere desired by both teachers and pupils, and in this inexpensive book are sixty of these which fit into every primary school. They are not only new—a rare virtue—but they are both instructive and fascinating. Many of these games are dramatic, providing for the development of the personality of the children.

"TELL IT AGAIN" STORIES. By Elizabeth Thompson Dillingham and Adele Powers Emerson, kindergartners in the public schools of Worcester, Mass. Boston: Ginn & Co. Cloth. Illustrated. 173 pp. Price, 50 cents.

A book such as this for kindergartners, primary teachers, and mothers could hardly have a better word said for it than is said for this book in the introduction written by Lucy Wheelock: "I recommend this

collection of stories because it is made by those who know how to choose and how to live with our children." The stories are for the most part new, and they all seem to have that fascination which would make a child cry: "Tell it again."

THE PROGRESSIVE ROAD TO READING—BOOK FOUR. By Georgine Burchill, teacher, William L. Ettinger and Edgar Dubs Shimer, district superintendents, all of New York city. Illustrations by Robert Anning Bell, Clara M. Burd, Alice Caddy, F. P. Klix, Alice Barber Stephens, and C. E. Welden. Boston, New York, Chicago: Silver, Burdett & Co. Cloth. 284 pp. Price, 50 cents.

This array of talent comes near being wholly unprecedented. The book is a great conception of a scheme to inspire the child with a desire to read by opening up to him the story-world, and through a relish for reading give him the power to read intelligently. All this is the aspiration of the nine authors, editors, and illustrators of this book. To make a brilliantly successful school reader in these days is a more difficult problem than it was twenty-five years ago. The reason is that the average young person of to-day has more reading material outside his school hours than he needs; story books, magazines, and newspapers supply him with entertainment, some of which give him false standards of merit. He is often bored by any attempt to make him appreciate extracts from the writings of the classic English authors. This wholly unusual book accomplishes the double aim of holding the pupil's eager interest and of inculcating a taste for reading that is really worth while. The authors thoroughly understand the needs and demands of the modern child. They have put into this book just the things which boys and girls of the Fourth Reader age want—life, action, and novelty. These stories and poems satisfy the child's curiosity to know something of the big world that lies beyond his own horizon. The scenes of most of the stories are laid in countries whose very names suggest adventure, romance, magic, and mystery.—Arabia, Egypt, China, Iceland, and Scotland are some of the strange lands whose customs and characters are interestingly pictured for the pupil. In each of the stories there is a strong plot interest behind which is a moral background unconsciously impressing its various lessons upon the plastic mind of the pupil. The poems and verses from Scott, Southey, Browning, Adelaide Proctor, Leigh Hunt, and others are just the sort that boys and girls of ten and twelve love to read and to learn by heart. One of the most admirable features is the variety of diction, which is richly idiomatic and carefully chosen; the teacher will find all of this material invaluable both for language work and for training the pupil to read aloud with intelligence and dramatic expression. The illustrations, full-page pen and ink drawings, are by well-known magazine illustrators.

THE HALIBURTON PRIMER. By Margaret W. Haliburton, State Normal school, Farmville, Va.

Boston: D. C. Heath & Co. Cloth. Fully illustrated in color and black and white. 132 pp. Price, 30 cents.

President Bruce R. Payne of the Nashville University and Peabody Normal College, and one of the most eminent educational leaders in the South, says without equivocation that he believes that this Primer is the most valuable word that has as yet been spoken on primary reading. This is notable testimony. It is not only a primer, but it is also an inspiration in method of teaching little people to read intelligently and appreciatingly. It is distinctly a primer of action. Incidentally the lessons teach obedience to parents, consideration for one another, kindness to animals, sympathy with nature, and interest in school work. It also magnifies dramatization; indeed, practically every lesson is so instinct with action that dramatization is easy.

THE SECOND BROWNIE BOOK.

Containing fifty-eight special illustrations in color from original drawings by Frank U. Wagner. By N. Moore Banta and Alpha Banta Benson, authors of the Brownie Primer. Chicago: A. Planagan Company. Cloth. Price, 35 cents.

The creation of the Brownies bids fair to be as much of an achievement as the first making of Mother Goose rhymes, though in the case of the Brownies the illustrator's art is indispensable. There was never a more distinct creation than these little creatures, and every new application of the little fellows adds a new charm. It really seems as though this appearance of the little chappies was positively the best ever. There are fifty-five pictorial introductions of the Brownies doing as many different things with nature and human nature, with things growing and things making. There is amusement in every illustration, and not a little in the way the stories are told for second-grade children.

TOMMY TINKER'S BOOK. By Mary Frances Blaisdell. With frontispiece in color and other illustrations by Florence Nosworthy. Boston: Little, Brown & Co. Decorated cloth. Price, 60 cents.

The third book in the successful Boy Blue Series is as interesting as its predecessors and even more attractive in its pictorial appearance. This is "Tommy Tinker's Book" for little children, a book with little words and with stories which they can read for themselves about their toys and games, their pets and playmates. Tommy Tinker and little Polly Flinders spend many a happy day together, go nutting in the woods, make pumpkin jack-o'-lanterns to frighten their friends, have a May party and a Christmas tree, build a birdhouse for Mr. and Mrs. Sparrow, and feed the birds through the cold winter weather.

MOTHER CAREY'S CHICKENS. By Kate Douglas Wiggin. Illustrated in color by Alice Barber Stephens. Boston, New York, and Chicago: Houghton Mifflin Company. Cloth. 355 pp. Price, \$1.25.

"Mother Carey's Chickens," by Kate Douglas Wiggin, is as bright,

sweet, and wholesome as anything she has ever written, and her greatest charm is nowhere quite so much in evidence as here. No other present-day literary artist has so keen an insight into the varied characteristics of all children, boys and girls, of all ages as has Kate Douglas Wiggin, and no other portrays them so wonderfully and charmingly. It is the best child study available, and in this story she deals with little people and young people in home and school, and presents an intensive study of them socially, industrially, and educationally, with the least possible sentimental diversion, there being merely a faint dash of heart impulse to give a relish for youthful readers. Educationally it is of high value, while as fiction it has a winning, humorous touch.

THE INDIAN BOOK. By William John Hopkins. Boston, New York: Houghton Mifflin Company. Cloth. Illustrated. Price, \$1.25, net.

Interest in Indian life, customs, and traditions increases steadily, and genius is beginning to display itself in methods of illustrating the most important features of their life. Of all these ingenious plans for portraying Indian life this is most attractive. There are twenty-five characteristic stories such as "The Prairie-Dog Story," "The Clay Story," "The Wigwam-Fire Story," "The Buffalo-Dance Story," "The Buffalo-Hunt Story," "The Drying-Meat Story," "The Marrow-Fat Story," "The Arrow-Game Story," "The Wild-Horse Story," and "The Medicine-Bag Story."

A BOOK OF PROGRAMS. By Jane L. Hoxie. New York: E. Steiger & Co. Paper. 100 pp.

This is a delightful book, one that is indispensable to a wide-awake kindergartner in this age of the world. It has the most complete grouping of timely programs for little people that has been issued. There are more than can be used in any one year, but from them a teacher can select those best adapted to her needs. Copious suggestions are made so that each teacher may find one suited to her particular needs.

STRATHMORE SERIES OF EDUCATIONAL GAMES. By W. Clement Moore. New Egypt, N. J. Published by the author. Price, 15 cents each.

Educational games impress certain facts in the minds of our children as no other method can. This series contains "a trip around the world" in two parts, giving in the first part an interesting review of 100 important facts and places in the United States and North America, and in the second a thorough review of the important geographical facts of the world.

Sam Jones found Eliza Williams animatedly talking with Jim Lewis at a colored baptism. Now Eliza was Sam's "best girl" or he reckoned her that way; so walking up he sought to monopolize her attention. But Eliza, considering the interruption unwarranted, wheeled upon Sam with, "Yo' will have to 'scuse me, I am otherwise at present."—Frank P. Fogg, National Magazine for June.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received not later than the fifteenth of the month.

MEETINGS TO BE HELD.

November 1, 2, 3: Meeting of the North Dakota Educational Association at Fargo; president, N. C. Macdonald, Valley City; secretary, C. R. Travis, Mayville.

November 3: Essex County Teachers' Association, Tremont temple, Boston; president, C. F. Towne, Salem.

November 3: Norfolk County Association, Ford hall, Boston; president, Miss Mary McSkimmon, Brookline.

November 3 and 4: Rhode Island Institute of Instruction; president, W. H. Holmes, Westerly.

November 8, 9, 10: Nebraska State Teachers' Association, Omaha; president, Edith A. Lathrop, Clay Centre; secretary, W. T. Stockdale, Chadron.

November 9, 10: Kansas State Teachers' Association, Topeka; president, M. E. Pearson.

November 9-11: Missouri State Association, Hannibal; president, J. W. Withers, Teachers College, St. Louis.

November 9-11: Wisconsin Teachers' Association, Milwaukee; president, L. S. Keeley, Mayville.

November 9: Inauguration of Elmer Ellsworth Brown, chancellor, University of the City of New York.

November 9-12: Iowa State Teachers' Association, Des Moines; president, Fred Mahannah, Mason City; secretary, O. E. Smith, Indianola.

November 10: New England Association of School Superintendents, Boston Latin school; secretary, Hon. Payson Smith.

November 10, 11: Central Association of Ohio, Cincinnati.

November 15-17: Agricultural College Association, Columbus, Ohio; president, W. H. Jordan, Geneva, N. Y.

November 27, 28, 29: New York State Science Teachers' Association, Albany; secretary, B. O. Burgin, Albany.

November 27, 28, 29: New York State Teachers' Association, Albany; president, George P. Bristol.

November 29-December 2: Teachers' Assembly, Raleigh, North Carolina.

November 30, December 1, 2: Southern Educational Association, Houston, Texas; president, M. A. Cassidy, Lexington, Ky.; secretary, William F. Feagin, Montgomery, Ala.

December 20: Southern California Teachers' Association, Los Angeles.

December 26-29: California Teachers' Association (Bay section), Stockton; president, Agnes E. Howe, San Jose.

December 27, 28, 29: Indiana State Association, Indianapolis.

December 27, 28, 29: Illinois State Association, Springfield; president, H. W. Shryrock, Carbondale; chairman of the executive committee, John E. Miller, East St. Louis.

December 27, 28, 29: Montana State Teachers' Association, Great Falls; president, R. J. Cunningham, Bozeman.

December 28, 29, 30: Wyoming State Teachers' Association, Laramie; president, O. I. Blakesley, Rock Springs.

March 13, 14, 15: Central California Teachers' Association, Fresno.

March 22, 23: North Central Association of Colleges and Secondary Schools, Chicago; secretary, Thomas Arkle Clark.

April 19, 20: Central Missouri Association, Warrensburg, Mo.; secretary, T. R. Luckett, Sedalia.

NEW ENGLAND STATES.

MAINE.

AUGUSTA. Complete attendance figures from all of the state normal schools show, at the opening of the fall term, a larger attendance than in previous years. The Gorham Normal school, with an attendance exceeding 200, has the largest attendance in the history of the school. The entering class at Farmington numbers ninety, with the total attendance larger than ever before. The Castine Normal school opened with seventy-two in the entering class. The largest number previously recorded in an entering class was sixty. The attendance at the opening of the Aroostook Normal school was forty, this being seven less than last year. It is expected, however, that the deficiency will be made up at the opening of the winter term. The Washington Normal school has a total enrollment of sixty-five. As this is the second year of the operation of the school, this large attendance is encouraging. The enrollment at the Madawaska Training school is 105, a gain of fifteen over last year.

MASSACHUSETTS.

BOSTON. After a service of twenty-six years, Charles W. Birtwell has retired from the Boston Children's Aid Society to become the executive officer of the American Federation for Sex Hygiene. Following his graduation from Harvard in 1885, Mr. Birtwell chose philanthropic work for a life career, and since that time has served not only the society, but has been connected with the Watch and Ward Society, the advisory board on public institutions for the city of Boston, the Massachusetts Prison Association, the North End Union, and many other organizations. He was also named by the late Mrs. Belinda L. Randall of Boston as one of a board of seven to manage or distribute the residue of her estate, amounting to \$382,000, as they should see fit, for educational and philanthropic purposes. The Boston headquarters of the American Federation is to be at 6 Hancock avenue, west of the state house lawn. J. Prentice Murphy of Philadelphia succeeds Mr. Birtwell

as general secretary of the Children's Aid Society.

George Willis Cooke is giving before the School of Social Science a series of lectures on "Economic Determinism and Social Progress" in the Loughton studio, Pierce building, Copley square, Sunday afternoons at 3.30 o'clock.

CAMBRIDGE. The official report of the 1911 registration at Harvard shows a gain of ninety-nine in all departments of the university, the grand total being 4,118 for 1911 to 4,019 for 1910. The greatest gain was made in the academic department, which shows a registration of 2,253 against 2,191 in 1910, a gain of sixty-two. The graduate school of arts and sciences shows a loss of one, 434 being registered. The medical school also shows a loss, 269 registered in 1911 and 275 last year. The other department showing a loss was the divinity school, which decreased from forty-nine to forty-three. The business school has enrolled seventy-four against sixty-four; law school, 778 to 774; dental school, 156 to 113. The freshman class is the largest on record, having seventy-eight more than the entering class of last year.

The Harvard overseers' committee expects to get \$2,500,000 for the erection and endowment of the new library building.

SALEM. The membership this year at the Salem Normal school is the largest the school has ever had. The building is taxed to the limit of its capacity to accommodate over 275 students. There are fifty members in the commercial department, a marked increase over last year. This enrollment includes college graduates, experienced teachers, and those who have held positions in business offices.

There have been several changes in the faculty. Miss Frances B. Deane has been given leave of absence of one year to specialize in history. She will spend the first part of the year at Radcliffe, the last part at Oxford, England. Her place has been filled by Miss M. Annie Archer, who is a graduate of Philadelphia Normal school and holds a master's degree from Teachers College. She has taught in the public schools of Philadelphia. Frederic Whitney has resigned his position as supervisor of manual arts in Beverly in order that he may devote his whole time to the normal school. An assistant has been appointed in this department, Miss Magna Eastman, a graduate of the Massachusetts Normal Art school and of a post-graduate course in the Salem Normal school. Frederic W. Ried has resigned his position as instructor of manual training in the Salem Normal school to devote his time wholly to the Framingham Normal school.

The first football team in the history of the school was organized this year, with Fred J. Long of Salem, captain, and Joseph Gilmore of Peabody, manager. The team has made a good showing in the two games that have been already played.

SPRINGFIELD. The evening school of trades enrolled about 500 last week, seventy-five of whom were women. There will be certificates of proficiency given to those doing good work in the women's classes.

WESTFIELD. Charles L. Simmons, superintendent of schools here

since 1903, has resigned on account of a nervous breakdown. At the meeting of the school board last week action on his resignation was deferred.

WINCHESTER. Robert C. Metcalf of this town died on October 16 at Monticello, N. Y. Mr. Metcalf was long time assistant superintendent of Boston (1832 to 1902). After this he was for a time superintendent of this town. He was born in Wrentham, Mass., January 8, 1833. He had little education before he was sixteen, having been a bobbin boy until then. The only real schooling he ever had was a year and a half at sixteen to seventeen at the Bridgewater State Normal school. He was always a student, however, and taught from the time he was seventeen. He taught at Needham, Weston, Northboro, and Cohasset. All this was brought into three years, after which he went to Roxbury High school (now Boston), and he taught and supervised in Boston for fifty years. Mr. Metcalf was the author of several widely-used text-books.

RHODE ISLAND.

NEWPORT. At the last meeting of the school committee steps were taken toward securing a new building to replace the Clarke school, and the use of the Carey school was granted to the Civic League as a civic centre.

Middletown, also, is preparing plans for a new school building. Mrs. Emery of that town, the donor of the new army and navy Y. M. C. A. building in Newport, and it is proposed to erect a central school of several rooms and establish a graded school.

Miss Edith A. Barber, supervisor of drawing in the public schools, was given a reception recently by the teachers in the Coddington schools. Miss Barber, who is severing her connection with the public school department in order to be married, received a chest of silver, all the teachers joining in the gift.

CONNECTICUT.

STONINGTON. Superintendent W. H. Perry's annual report shows that in one year he has accomplished much. Among other things consolidation has been tried and proved advantageous, and the problem of retardation has been studied as Leonard P. Ayres suggests.

HARTFORD. The Connecticut public library committee has issued a pamphlet to encourage reading clubs for boys and girls. Interest of a most desirable sort can be worked up among the pupils in this way.

NORWICH. The following item is from the Norwich Bulletin:—

"Some of our enterprising citizens who have the well-being of the town and the rising generation at heart have by petition to the selectmen caused to be presented for decision the consolidation of the schools of Norwich. They comprehend the need of better schools and fewer school boards, and it is time the people of Norwich did, because consolidation stands for economy and advancement, both.

"The old-fashioned school district is, in the light of modern methods of teaching, 'the one-horse shay,' and it

is high time it was abandoned for something better. Where Norwich should have a single system of education it has fourteen school districts and school visitors and committeemen totaling seventy-four; and in the limits of the town are three superintendents; when one superintendent and a dozen committeemen under a combined system could assure much better results for much less money.

"This school question is one which should interest every voter who has children in the public schools and desires to have them enjoy equal school privileges with all the other pupils of the place; and it is only by their interest and activity that the consolidation of school districts may be accomplished.

"This consolidation means less expense to taxpayers and more to every man's child of this and future generations.

"The man who votes for consolidated schools votes to bring Norwich educationally up to date."

CENTRAL STATES.

OHIO.

CINCINNATI. Dr. W. H. Strietmann, medical inspector of the board of health, announced recently that an open-air school for anaemic children would be opened at the First Intermediate school. No tuberculosis children will be enrolled. Selection of those who are to be treated is being made now. The pupils will be mostly those of the second, third, and fourth grades, who have become deficient in their studies through some physical defect. They will be given suitable nourishment, and when the weather gets a little colder they will be warmly clothed. Plenty of sleep, good food, and expert care is expected to do much toward restoring children who were formerly backward to their proper standing in the schoolroom. Thirty-one boys have entered the continuation school for the course in printing. The session will be held every Thursday. Half of the boys will be instructed in the morning and the remainder in the afternoon. It is estimated that about 900 pupils will be enrolled at the continuation schools.

KANSAS.

SALINA. Going thirty miles a day to attend school is a part of the work of Karl Dalrymple of this county, who is taking advantage of the Barnes high school law and attending the high school in Salina. The young man lives fifteen miles northeast of this city. He makes the trip back and forth on a motorcycle. He started the first day, last Monday, and declares he will not miss a day unless he is ill. Young Dalrymple helps milk the cows both morning and evening, and does the other chores about the farm. He leaves home about 8:30 o'clock, and so far has not been tardy. School begins at 9 o'clock. He frequently makes the fifteen miles in twenty minutes, but does this only when the roads are good. He has never consumed as much as thirty minutes on the road. The boy is sixteen years old, and has passed through the graded schools in the country district where he lives. The Salina

high school is the nearest school of the kind to his home.

ILLINOIS.

Fourteen cities have medical inspection: Canton, Champaign, Chicago, Danville, Evanston, Galesburg, Jacksonville, Macomb, Maywood, Pekin, Rockford, Urbana, and Waukegan. Only one city has had it more than two years.

KENTUCKY.

LOUISVILLE. The Louisville Courier-Journal speaks of the campaign so nobly waged by the Rural School Improvement League of Kentucky. It is hoped that one result of the campaign will be modern school buildings as cheerful and sanitary as the barns on Kentucky farms, if not more so. According to the league the barns are at present far more habitable than the rural schoolhouses.

IOWA.

DUBUQUE. In a pamphlet on the course of study of the Dubuque high school Superintendent James H. Harris shows that he has remodeled his course of study, following out many of the suggestions of the N. E. A. report on "The Articulation of High School and College." As Superintendent Harris says, he offers a course of study "which, while making certain definite requirements of all pupils, affords, at the same time, a sufficient field of choice to enable a student to test out his powers or to follow the line of his dominant interest."

NEBRASKA.

FREMONT. Few cities in the country have had as genuine an educational boom as has Fremont. When A. H. Waterhouse came to the superintendency from the Omaha high school this city had no projected efficiency whatever, but since then it

CARNEGIE COLLEGE-HOME STUDY FREE TUITION

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has gone forward by leaps and bounds. The fact that it pays Mr. Waterhouse \$3,000 is only one indication of what is being done educationally. It is the second or third city in the state.

WISCONSIN.

MADISON. The latest innovation reported at the State University is on the subject of athletics. The regents of the university have added to the curriculum a full athletic course, which, combined with literary work, will lead to a degree of bachelor of arts. The new course permits students of the university to elect forty credits—one-third of the entire number required for graduation—in athletic work as a major study, and ten credits in the teaching of physical education as a minor requirement for the new bachelor's degree. Ten hours a week for four years devoted to the practice of athletics, including football, baseball, crew work, basket ball, track work, gymnastics and aquatics, and practice work in teaching for two hours each week for three years are part of the requirements in the new course. All work done on the athletic field, both in intercollegiate competition and intercollegiate and interclass games, will be credited by the university as work done toward completion of the university course. Students desiring to qualify as coaches in certain sports may do so by taking work offered in the special technic for sport and by becoming proficient in certain required forms of athletics.

HAYWARD. A wealthy citizen has donated ten acres to the public schools for experiments in agriculture.

MIDDLE ATLANTIC STATES.

NEW YORK.

SYRACUSE. Already there are over 3,300 registered at the University. Last year the registration was 3,256.

CLINTON. Announcement has just been made that Judge Duell of the class of 1871, former United States commissioner of patents, last June endowed Hamilton College with a foundation of \$25,000, the income of which will furnish two scholarships of \$500 each annually.

NEW JERSEY.

PLAINFIELD. The report of H. M. Maxson to the board of education says among other things:—

"The summer classes authorized by the board were a great success. The classes seem to have met a real need, and they have received many approvals from the parents. There were 140 pupils enrolled, seventy-nine from the higher grammar grades and sixty-one from the high school classes. Not all of these were conditioned pupils, some were trying to make an advanced grade and some doing special work for college entrance. The high school work covered twenty-two different subjects and necessitated much individual work, so that for the whole school we required six teachers. Nearly 160 tests were successfully worked off, and there were quite a number

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of pupils whose work required no tests. As a result of this work, twenty-two pupils have been admitted to the high school in good standing who were denied admission in June, and a large number advanced to higher grades in the grammar school. In many cases this means a year of school work saved that they would otherwise have lost; but it means more than that. These pupils were working with a new spirit; for five or six weeks they went to school and studied, not because the teacher was after them, but because they had a definite job to accomplish and were anxious to do it. They were driven not by the teacher, but by themselves, and for 140 pupils to work in this new spirit for six weeks is a very valuable thing in itself. In a large majority of cases, their work for the year to come will be better because of it.

"It is worthy of trial another summer, and unless unforeseen evils develop, it should become a permanent feature of our school system. It should be borne in mind that these pupils were not simply those who had been lazy or indifferent during the year. There were those who had been sick, who had been kept at home by family necessities, who had recently moved to town, who had not been able to find themselves under ordinary class conditions, who needed special individual treatment to get them onto their feet, who have been misunderstood and thought wilful or incapable.

"There will always be such pupils, and the summer class provides an opportunity for them to overtake their classmates, conditions where they can have quiet study, an explanation of points not comprehended before, a favorable chance to work out their real ability.

"The way they used the opportunity and the gratification over results shown by many of the pupils and parents seem to pronounce the experiment a great success."

WANTED PLENTY.

Milliner—"I am sailing for Paris next week for French plumes and trimmings. Could I purchase anything for you?"

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Timely Topics.

[Continued from page 112.]

war in Tripoli, or which baseball club has won the pennant as world champions!

QUESTIONS.

1. What is the new plan for the mails? 2. Who started the new plan? 3. Who is following the leader? 4. Who is our postmaster-general? 5. Where has he been flying? 6. Where did he drop the first mail-pouch? 7. How do people get their letters now? 8. Have you seen a flying machine yet?

1. In what state is Austin? 2. What happened there? 3. What other place was drowned out years ago? 4. What do you think of building on the river levee? 5. Did you ever see a river in flood? 6. Did it seem angry?

1. Who was Charles Dickens? 2. What is the name of his son? 3. Why is he here in this country now? 4. Did his father visit America? 5. Was he well received by our people? 6. Can you name any of his books?

1. Who was Mr. Ingfellow? 2. What Indian poem did he write? 3. What stream did Hiwatha visit? 4. What was the name of the falls? 5. Has it been falling much of late? 6. Why not? 7. Is it dry now? 8. Would you like to see it?

1. Can you whistle? 2. Can you imitate the birds? 3. What man can do so? 4. Where did he call the birds? 5. Did they come about him? 6. What does he say about birds on hats?

1. How many parties are off for the South Pole? 2. What nations are they from? 3. Shall we hear from them soon? 4. Are they hearing from us now? 5. Do you think they are missing anything? 6. What?

Annette Fairchild.

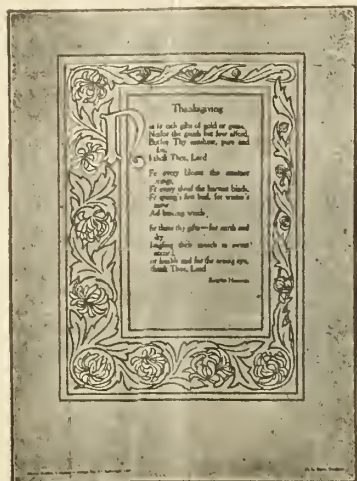
YOUNG AMERICA.

"What's the matter little boy?"

"M-maw's gone an' drowned all the kittens."

"Dear, dear! Now that's too bad."

"Yep, she p-promised—boo hoo!—'at I c'u'd do it."



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It is a monument to modern scholarship, and yet a towering tribute to the work and wisdom of Noah Webster, who builded better than he knew.—From the editorial page of the Springfield Republican, Springfield, Mass., February 20, 1911.

Eyes of School Children Being Ruined.

Measured by whatever standard, the lighting of modern schoolrooms is woefully deficient and injurious. These rooms do not afford light from the proper direction, nor do they furnish a well-diffused light. They do not allow the greatest number of direct sky rays to strike the object, and fewest to enter the eye. In fact, as concerns the majority of pupils in any schoolroom in the land, every law of correct lighting is violated.

What is the remedy? Build schoolhouses only one story high, and light them with skylights. No one advocates the doing away with side windows entirely, but if we can get abundant light from above, the shades may be drawn over windows whose light causes eye exhaustion. On dark days the skylight may be reinforced from such windows as are properly located, and thus artificial lighting be rendered unnecessary.

The first skylight was probably forced upon the architect because of the impossibility of obtaining sufficient light for certain interior rooms from side windows. Factories are now being built for overhead lighting, in many instances because it is found that workmen will do more and better work with proper eye protection. Numerous libraries have, in recent years, been constructed in this way. The beautiful library of the University of the City of New York is an illustration of the proper direction and diffusion of light rays. Operating rooms of hospitals, where correct lighting is imperative, are now required to be built on this plan. The photographer and the artist have long realized the absolute necessity of skylight in order to secure proper diffusion for their delicate work. Why should school authorities be asleep to this need?—Good House-keeping Magazine.

The Kindergarten and the Grades.

The following are the results of an investigation among Boston primary teachers as to the progress made by children who started in kindergartens as compared with those who did not.

The questions asked were:—

1. Are kindergarten children better prepared for the work than the children directly from home?
2. If not—why not?
3. Can you show that the kindergarten children are promoted any more quickly than the home children?
4. Do you do the same amount with each?

In all 133 teachers submitted replies, and of these, according to the report, "one teacher preferred the home children. All the other (132) wrote that the kindergarten children were much better prepared for work of the first year. Having through stories, songs, and talks acquired the power to express their thoughts, and having acquired the fund of ideas

upon which to base their thoughts, they had more ability in oral expression and language work. The comparisons in the kindergarten helped in the number work, and the skill with their hands developed during the kindergarten year was of the greatest benefit in their manual work.

"As to the questions regarding promotions, they said that a larger majority of kindergarten children were promoted than those directly from home, and in a few instances the more able kindergarten children had skipped the first grade.

"In one school each year about ten children were taken from the kindergarten and promoted to the second grade. The teacher said they worked very well and were always promoted to the third grade with the children who had taken two years to accomplish the same amount of work.

"All agreed that the kindergarten children, because of their awakened minds and because of the freedom of expression, were more difficult to

make conform to the primary school discipline, but that after a few months there was no difficulty."—Kindergarten Magazine.

Mother—"What makes you so late from school?"

Johnnie—"I had some words with the teacher."

Mother—"Indeed?"

Johnnie—"Yes; I couldn't spell them."

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DECEMBER, 1911.

A. E. WINSHIP, Editor.



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RESPONSIBILITY FOR THE MORAL TRAINING OF YOUTH.

BY GEORGE H. MARTIN,
Boston.



Y moral education I mean a process or aggregate of processes by which children and youth, through knowledge and choice, are brought to establish themselves in right living.

Education is a process; character is the result. The process is twofold; first, forming standards or ideals of conduct; second, forming habits of conduct. The latter are the crucial test of character.

Not standards or ideals, but habits are the determining factor, and few are those in whose life these two elements coincide throughout. "The good that I would, I do not, but the evil that I would not, that I do." By suitable instruction standards are formed; by suitable training habits are acquired; by the two—instruction and training—character is fashioned.

Habits are formed by doing things,—habits of right living only by living right, by doing right things in the right way. So far as children, having formed standards of conduct, go beyond these and apply them in their life, they are being morally educated, and only so far. If believing that to be truthful is right they are truthful, believing that to be honest is right they are honest, believing that to be pure is right they are pure, their education is complete and successful.

The public schools are unceasingly active in their efforts to create standards of right living. These efforts are criticised as being indirect or

incidental, and, therefore, ineffective, and what are called direct means are offered. But their teaching is not indirect; it is unformulated, and, in the opinion of many wise thinkers, effective because unformulated.

But the schools go much further than to teach morals either formally or informally. They are engaged in the most incessant efforts to form right habits of living within the limits of school activities, and in these efforts they are in the main successful.

Consider, first, what is ordinarily spoken of as the discipline of a school. The qualities essential to the life of a good school are punctuality, silence, obedience, order, and industry. Children not only learn that these things are right; they learn to act accordingly. They not only learn that they ought to be punctual and quiet and obedient and orderly and industrious; they are all these things. Of course, not all and not always. But a school where the children do not habitually live these virtues is not a good school.

It is easy to treat these qualities with scant respect in discussing moral education; but they are fundamental, entering into the warp and woof of society.

If they are lacking in a home or a community that home and community are called demoralized.

They are basal qualities in all vocational training also, though the advocates of vocational education habitually ignore them.

The habit of punctuality, for example, is essential in all industrial life, and nothing prepares for the seven-o'clock factory whistle or the eight-o'clock office rule but the nine-o'clock school bell. The effect of this sort of discipline is cumulative. When successive generations of children have been subjected to it, it is easier for each child as he enters school to inhibit his wayward and individualistic impulses and to learn the lesson of self-control. The discipline of all schools is easier, pupils and teachers are less mutually hostile, and "cruel and unusual punishments" are far more rare than was the case a century ago.

Passing from the life of the school, which as we have seen is a moral force of prodigious influence, to the work of the school,—the everyday tasks of study, recitations, examinations,—we find that here the demand for the exercise of moral qualities is urgent and incessant. Here again not only are the teachers engaged in setting standards of conduct, but in securing habits. And the moral qualities involved are fundamental and condition all social life.

The daily activities of every school train in truthfulness, honesty, fidelity, general trustworthiness. These qualities are the basis of all that mutual confidence upon which family, business, and civil relations depend.

The child learns that it is right for him to prepare his lesson, to recite it orally or in writing, to do this as well as he can, and to do it himself. He learns that to neglect or shirk preparation is wrong, to pretend knowledge which he does not possess is dishonest. He learns various school tricks to deceive, but he knows he is deceiving, and that he is dishonest.

We are told that the schools are doing nothing to prepare for vocational life. They are doing the most essential things. Ask any employer of labor what is his first requirement, and he will say attention to business and trustworthiness. Without these, technical training is valueless. These are the two things that the child learns through his school life and his school work.

Not long ago the question was asked of 100 large employers of labor and business men: "What special qualities do you consider of prime importance in your employees?" Some of the replies are as follows, and they are typical of most:—

"Manliness, intelligence, application."

"Absolute honesty and truthfulness."

"Honesty, regularity of attendance, accuracy, and energy."

"Order and neatness."

"Honesty, loyalty, ambition, self-reliance."

"Sobriety, industry, and interest in work."

These are moral qualities, and are the very ones which the life and work of the schools foster.

There is another department of school activities equally rich in its moral content,—the department of play, from the simple games of the kindergarten to the highly organized athletics of the high school.

The more advanced forms of team work develop another virtue—loyalty. The individual is sunk in the team, and its spirit, its honor, or its

dishonor, its reputation, its work, and its rewards are his.

And through this department, too, are the most hopeful avenues of approach in building up those more personal and sacred virtues—temperance and chastity. It is doubtful if moral habits here can ever be successfully developed by negative means, by emphasizing penalties, by exhibiting horrible examples, or by cultivating scientific intelligence. Standards, ideals, may be so created, but the most promising work in character-building will come as the boy who wants to *do* realizes that to *do* he must *be*, that to win in any department of effort he must be strong, and that to be strong he must be clean. Between him and the Italy of his success lie the Alps of self-restraint.

As in the other department, so in this lie foundation stones of civic life. If in school standards have been framed and habits developed of temperance and chastity and loyalty and justice and fair play, the best preparation for citizenship has been made. Civil liberty is liberty under law, regulated liberty,—it is playing the game of life according to the rules of the game.

I have tried to show that in a three-fold way—in its discipline, its work, and its play—the school is actually educating in morals, forming both standards and habits. I know there are many excellent people who cannot believe that moral education is possible unless it be formulated "in good set phrase," and have a time and place set apart for it in the school curriculum. I can only express my inability to agree with them.

The schools, however, are not without some concessions to this belief. Two or three schemes for moral education have found teachers willing to work them.

There is the Brownlee system of child training worked out in practice by Miss Jane Brownlee of Toledo.

In this system certain virtues are made the subject of morning talks once a month to fix standards of conduct, and the effort is made to have the children practice the virtues during the month, so forming habits.

There is what is called by its author the Progress System, in which in order are taught Purpose, Right Thinking, Originality, Good Judgment, Resolution, Energy, Self-Control, Self-Confidence, the first letters of these words spelling Progress. The words are analyzed, and the children are encouraged to shape their conduct in harmony with the ideas. This plan, too, is said to be in successful operation in some schools.

There are various schemes of student government by means of which the pupils learn to control themselves and to acquire the moral qualities of good citizens, and there are individual schools all over the land where experiments are being tried in formulated ethics.

Yet, in spite of much formal and informal effort, so many boys and girls and young men and women out of school exhibit signs of depravity that many good people think there is no moral education. If the schools are doing so much, why are there so many bad boys and girls?

What confronts a child on looking away from the school and its teaching? He finds in the home laxity of discipline and little insistence on even the outward marks of respect. He does not find in the world that practice of justice and fair-dealing that he has been led to expect. He cannot help seeing that fraud and chicanery and dishonesty are prevalent and their practice by the people in good society is winked at or condoned.

In business and politics and often in social affairs he learns that a sacred regard for the truth is not considered consistent with a workable policy. He finds that "man's inhumanity to man" still "makes countless thousands mourn." When he has formed in school a standard of temperate and frugal living, he is confronted in his own home by domestic waste and expenditure for unnecessary luxury, and on every street corner by a drinking saloon licensed by public authority. He has been taught industry, and he sees the idle rich faring sumptuously every day and the idle poor supported at public expense. And as for chastity, he finds that society insists on it only for women. He sees every form of vice made heroic in the yellow journal and on the yellow stage.

Is it any wonder that some youth, many youth, confused by the contradiction between school and life, between what they have been taught is right and what they see is done, their character yet in the gristle, yield to the temptation set before them and follow the multitude to do evil? Is it not rather a matter of surprise and thankfulness that so many maintain correct standards and strengthen themselves in the habits of right living?

It seems to me clear that, if any substantial improvement of society is hoped for, this play of conflicting forces in the teaching and training of children and youth must cease. All social forces must become mutually co-operative and sustaining. They must act in the same direction and cumulatively, and not as now athwart and opposite each other.

The church needs to reorganize and modernize its methods of instruction. Its Bible schools need to embody the best methods of modern pedagogy in their appeal to children.

Out of the heart are the issues of life. The home is the heart of human society, and out of it are the issues of character. This is the basic law of human nature, universal and everlasting. No change of social customs can abrogate it. It is not subject to the caprice of fashion. To violate it or ignore it means disaster. No other human being can stand *in loco parentis*. The phrase is only a legal fiction.

If in the home are not exemplified piety and justice and a sacred regard for the truth, industry, frugality, chastity, and temperance, it is an uphill task for teachers or preachers to make these virtues so alluring as to influence conduct.

If the parents neglect their children, it matters little whether they are absorbed in cares of state, or business, or pleasure, or sin, the children suffer the penalty. And it matters little whether the

home be one of poverty or riches so far as its moral influence goes.

The most needed social reform is to make good homes universal. Parenthood should be a throne, and obedience should be the "bond of rule." There should be dignity without austerity, firmness without severity, affection and sympathy without silliness, morality without hypocrisy, and religion without cant.

Such homes would give efficacy to the teaching of the school and the church.

The community has much to answer for when children go astray. It has put temptation in their way. It has tolerated practices in business and in politics which tend to break down character. It has allowed vice to flaunt itself in a hundred ways attractive to the young. In its dealing with children it has often been severe when it should have been lenient, and lenient when it should have been severe.

It has so handled the making, the interpretation, and the execution of the law as to produce moral confusion and obliquity. While punishing the poor and friendless criminal to the limit, it has allowed the rich and the influential to go free. It has rarely anywhere reached the guilty ones "higher up." Its penalties have been retributive rather than reformatory. It has so dealt with juvenile delinquency as to implant the seeds of suspicion and hostility toward society itself.

The streets of every large city in the world are filled with young persons who have been confirmed in evil habits by the sins of society—sins of omission and commission. The lack of suitable playgrounds, of proper places for evening recreation, and of adequate instruction in industry has left the young of both sexes a prey to their own natural, but perverted, instincts.

So the work of moral disintegration which the unfaithful home has begun the equally unfaithful society has completed.

We have no occasion for surprise, therefore, that children and youth show as many lapses from virtue as they do. The wonder is that there are so few.

The remedy for it all is not a simple one. To make the instruction in the schools more systematic, or to introduce into them religious exercises where now there are none, might be useful, but it would not be adequate.

Higher standards of conduct in life, fewer legalized temptations in the path of youth, more intelligent dealing with juvenile delinquency, more adequate provision for recreation and vocational education, more appropriate methods of moral and religious nurture by the church, and, above all, a keener sense of parental responsibility, more judicious restraint, and more sympathetic aid in trying to be good,—all of these are needed.

The moral education of youth is suffering today for the lack of comprehensive grasp. Efforts at reform are too narrow and one-sided. When the discussion assumes this broader phase, and not till then, the real magnitude of the work will be seen, and the necessity for co-operative effort of all social forces will appear.

THE STUDY OF PICTURES.—(IV.)

BY MARY ELLASON COTTING.



ALL pictures save those which are to be kept permanently upon the wall should be removed before there is hung upon the screen "The Announcement to the Shepherds"

(Plockhorst).

After a day or two the study of this picture may begin, and, little by little, the "story which it tells" is brought out through the following line of questioning:—

Do you see in this picture anything of which you have already seen a picture? Where do you think the sheep are? Why are they on the hillside? Should they not be in the sheepfold? Will they be comfortable in the pasture all night? Then it must be what season of the year? Yes; it is warm weather. You will be surprised to hear that it is the month of December, and yet it is warm enough for the flocks to stay out all night. The reason is that in that far-away country it is warm weather when it is winter here. Why are those men out there? Can they see in the dark? What are men called whose work it is to care for flocks of sheep? What animal helps the shepherds? What is it called? What are those things which the shepherds have in their hands, and how are they used? Are they really watching the sheep now? What are they looking at? Do you suppose the angels have come to take care of the shepherds while it is dark night? No; they have come to tell the shepherds that the most wonderful baby that had ever come into the whole world had been born that night. The shepherds were very happy over the news, which is called "a message of glad tidings," and they decided to go to see this wondrous child. Soon they started forth, and, when, after a time, they came to the town where the baby was, they found him snuggled in a manger in a sort of shed near the place where the cows and oxen were kept.

This family had traveled a long distance, and when the town was reached there were no empty rooms in the inn, so a resting-place was prepared in the stable shed, and, you know, that was the very place the wonderful child came into when he was sent upon the earth to live with his mother, who was named Mary, and the husband, who was called Joseph.

The shepherds were surprised when they found out all about those things, but, as no one seemed to be disturbed, they just went into the place to look at the child. While explaining present "The Nativity" (Le Rolle) (see supplement with this issue), and question as soon as the picture has been examined. Whom do you see standing about? Do you notice how reverently they all look at the child? What do you suppose they are thinking about? Are the shepherds and the family to remain long in that place where they now are? Why do you think so? Where will the shepherds go? The family, too, will soon start on its journey again, for the child must be taken to the home which is to be made for him in

another town. Do you suppose all the people will travel together? Why? As much as possible use the story from the Bible. How does it happen to seem to be so light in that stable-shed? Do you see windows or any way by which light could shine in? You must know that because this is the World-Child there is about him and in the place



ANNOUNCEMENT TO THE SHEPHERDS.—Plockhorst.

a clear light, which is called the radiance, and wherever you see the Mother and the World-Child you will also find a representation of great light in the picture.

The day following the consideration of these pictures "The Adoration of the Magi" (Veronese) may be added to the group. After it has been in place a day or two let there be given the idea that the coming of that child was so welcome, people traveled from many places and long distances to see him. Bring out the thought that he had been sent for some special reason, and was to belong to all kinds of people. Try to impress that being in humble, lowly surroundings and conditions does not prevent one from having greatness of being or personality—the only thing that is really desirable and worth while, and the one that should command respect, love, and honor.

When analysis of the Veronese is made, question as follows: Is this in any way like the other one? (Indicate the Le Rolle.) Why are these men here? Did they travel in the same way as the shepherds? How do they differ in appearance? Why is that so? Does the mother seem to wish to have them see her child? Is she willing

to share her joy in having and loving him with every one who comes? What have the Magi brought? Why do they wish to make gifts to the child? No; it is not because he is lowly, but because they are so glad that he has come to this world to live. By and by he will be a brave, strong man, who will be kind and help every one.

all day? Wonder if they will have a Christmas tree at night, don't you?

With the oldest children a comparison may be drawn between that birth night of the long ago and the present time. Also call attention to the grouping of figures in each picture. (All are given equal value in their treatment in the secular,



THE ADORATION OF THE MAGI.—Veronese.

He is the World-Child, and these Magi, who are wise men, understand all about it. Should you think it was still night? What may happen during the coming day? Continue the story of the Bible, for none more beautiful can be substituted.

The use of these pictures of a religious-historical character should cover the period between the first of the month and the week preceding Christmas day. The week before the holiday the secular picture, "Christmas" (Jan Steen), is introduced to help in establishing the thought of loving and giving as a means of keeping in remembrance that birthday of the long-ago time; also, that no matter what one's condition in life may be, it is possible to make someone glad by the exercise of loving thought and kindness.

The Jan Steen is the first true interior, which is also a genre that has been used; therefore the questioning may be carried on in this way: Well, who are all these people and where are they? Let us find out how many there are in this family. Do you suppose the whole family hung up stockings? Where were the gifts placed? Do you suppose anything was hidden in that queer shoe? What kind of people wear shoes like that? Isn't the baby happy? What has she for gifts? The little sister, too, do you see her? What has she in her arms? Do you believe she is going to show them to the good woman who is coaxing her? Who is that woman? She and the baby will have great fun playing together by and by. Just look at the boys! What have they, and what are they doing? It's a pretty large family, isn't it? All those people will have the jolliest kind of a time, will they not? What do you guess they will do

while in the other all sentiment is focused.) Speak of the treatment of light for accentuating the dominant part of the picture. Compare the placement and pose of persons and arrangement of raiment draperies of the Mother and Child. Consider the method of grouping of the angel and human forms. Bring out probable reason for the introduction of animal forms. Symbolism holds so great a place in art that it is well to begin to recognize that phase in pictures as soon as possible.

The analysis (proper) of the Jan Steen may be made entirely by the older children themselves, and the detail of thought-creating be self-devel-



CHRISTMAS.—Jan Steen.

oped if the pictures used previously have been rightly considered.

The thought to be emphasized in connection with the Jan Steen is that a domestic scene is represented; it is an interior, also a genre picture. It shows the members of the family in harmonious union, gathered together to share the joys peculiar to the season. The older members

of the family have planned and worked for the younger, who, in turn, are mindful of the respect and reverence due to those who have the care of them.

The same beauty, dignity, and responsibility are displayed here in the attitude of the older members of the family that is noticeable in other pictures of parents and children.

SANTA CLAUS

CELIA STANDISH
Moderato

humming

1. Tell me what you have for me, San-ta Claus, (*h'm*)
 2. Then I want a watch and chain, San-ta Claus, (*h'm*)
 3. Sis-ter wants a new sled too, San-ta Claus, (*h'm*)

p *f* *mf leggiero* *p*

Tell me what my gifts shall be, San-ta Claus, (*h'm*) First I want a
 Boots to wear out in the rain, San-ta Claus; (*h'm*) If you've can-dy,
 She wants one that's paint-ed blue, San-ta Claus; (*h'm*) If you have not

mf *p* *mf*

clip-per sled, Then a sweat-er blue and red, Or an o-ver-
 bring me some, And I want a real snare drum, If you please a
 sleds for two, I can make my old one do, Don't for-get the

p

coat in- stead, San-ta Claus, First I want a clip-per sled, San-ta Claus.
 top to hum, San-ta Claus; If you please a top to hum, San-ta Claus.
 one that's blue, San-ta Claus; Don't for-get the sled that's blue, San-ta Claus.

f

CHRISTMAS.

CHRISTMAS EXERCISE.

[Have a row of nine bells (bell-shaped pasteboard designs will do) strung across the platform. These should be about one foot or eighteen inches in height. Provide nine letters, not less than six inches in height, to spell the word "Christmas." As each child comes to the platform he hands his letter first to the teacher or some adult, who attaches it to one of the bells.]

First child.—

C is for Christmas, our bright, happy feast,
That brings joy and pleasure to both man and beast.

Second.—

H is the Holly we place everywhere,
On picture, on mantel, on grandfather's chair.

Third.—

R is for Reindeer that draws the big sleigh
All packed with nice presents to make glad the day.

Fourth.—

I's for the Ice which with snow and the sleet
Makes very bad walking for those on the street.

Fifth.—

S stands for Stockings just bulging with toys
Filled by old Santa for good girls and boys.

Sixth.—

T stands for the Turkey, juicy and sweet,
Roasted so brown he's a very great treat.

Seventh.—

M stands for the Mistletoe with berries so bright—
Without it a Christmas would not seem just right.

Eighth.—

A is for All who will nice gifts receive
When they hang up their stockings on next Christmas eve.

Ninth.—

S is for Santa Claus, the children's old friend,
May his visits continue until the world's end.

[The children remain on the platform to ring little bells with which they have been provided, as the following song is sung]:—

Christmas Bell Song. (Tune: "Spanish Guitar.")

Oh, Christmas is coming with gladness,
Oh, Christmas is coming with glee;
Away go dull care and sadness,
And all is as happy can be.

CHORUS.

Ring-a-ling-ling, ring-a-ling-ling,
Ring out, ye bells,
Ring out, ye glad Christmas bells.

Each year we welcome glad Christmas,
There's no day so glad and so free;
'Tis then every heart is rejoicing,
And we're all just as happy can be.

Recitation—"Christmas Thoughts" (for five boys).

First boy.—

I'm mighty glad that Christmas came,
For all my things is broke,
My horn's not got a blower in,
An' 'spress wheels not a spoke.

Second.—

My sled has got one runner off,
An' then my lines is broke;
Them neighbor boys, how they did laugh
An' thought it such a joke.

Third.—

I wish I had a new air-gun,
An' a dog with a small pug nose;
Wish I had some rubber boots
To go out when it snows.

Fourth.—

If I'd been making Christmas time,
I'd had it come in May,
Then we wouldn't had to wait
So long for Christmas day.

Fifth.—

Then I would use my horn an' gun,
An' p'rade round with my drum,
But anyhow I'm awful glad
That the Christmas time has come.

—Dr. W. B. Lower.

Exercise—"How Children Spend Christmas" (for ten children).

First child—Boys and girls the whole world over
celebrate Christmas. They do not all celebrate in the
same way. Santa Claus in some form visits every land.

Second—The English children spend Christmas in
much the same way we do. In some parts of England
the children dress as mummers and go from door to
door, just as many do here at Hallowe'en.

Third—Instead of a Santa Claus, a good fairy brings
gifts to Italian children. They have a Christmas cake
called "pangiallo."

Fourth.—In Germany every family has a tree, and all
the school children bring clothing and other things to
be given away to those who need.

Fifth—Christmas is called "Noel" in France. Good-
man Noel remembers the children. It is said that all
during the year he has little fairies at work making tags
for the good boys and girls.

Sixth—People in Belgium believe that if a boy with
a gift is the first to enter their houses on Christmas,
good fortune will be with them all through the year.
Early on Christmas morning boys go running about
with gifts of bread or wafers.

Seventh—On Christmas eve Russian boys dress up as
animals and parade through the streets, stopping from
door to door for gifts.

Eighth—In Brittany the people go to church carrying
lanterns on Christmas eve.

Ninth—The Spaniards hail Christmas as a great time
of feasting and church going.

Tenth—In Mexico the children gather round a figure
called a "Pinata," about which are hidden candies and
sweetmeats. They touch the figure with sticks to make
the candies drop.

Recitation—"Christmas Questions" (for four boys).

First boy.—

I really don't know what I like
The most on Christmas day.
There's so much that's good, you see,
I don't know what to say.

Second.—

Look at that turkey big and plump,
With breast so nicely browned—
I like him better now than when
He went proudly strutting round.

Third.—

The cookies and plum pudding,
And the mince and pumpkin pies,
I think that they were made to please
A boy about my size.

Fourth.—

And presents! Just the things I want,
And such a splendid tree.
Which is the best? The tree, the gifts!
Or dinner? Don't ask me!

Christmas Riddles.—

[The teacher may let the children guess the answers as she reads one at a time. Or each one may be assigned to a child to recite.]

1. Something deep to hold the hay
Where the little Christ-child lay. (Manger.)
2. I guided the shepherds when seeking the child
Who lay in the manger so meek and mild. (Star.)
3. We are they who heard the song
By the heavenly angel throng. (Shepherds.)
4. I was the king who sought to slay
Even the baby on the hay. (Herod.)
5. A city where the Child was born,
Where wise men came that holy morn.
(Bethlehem.)
6. Gifts we brought so rich and rare,
Placed them as an offering there. (Wise Men.)

Recitation.—

"The Christmas Day was coming, the Christmas eve
drew near,
The fir-trees they were talking low, at midnight cold
and clear;
And this is what the fir-trees said, all in the pale moon-
light:—
'Now, which of us shall chosen be to grace the Holy
Night?'"

—Susan Coolidge.

"A Christmas 'If' (for twelve children). (Selection adapted.)

First child (holding a toy Christmas tree).—

"If all the little Christmas trees
That in the forest stood

Second.—

"Had said: 'We'd rather not be cut—
Please leave us in the wood!'"

Third.—

"If all the little waiting socks (holds up small
stocking)
Upon a Christmas eve,

Fourth.—

"When every one had gone to bed,
Should turn their toes and leave;

Fifth.—

"If all the sugar lollipops (shows handful of
candy)
Should say they wouldn't pop;

Sixth (pulling a jumping-jack).—

"If all the jolly jumping-jacks
Should quite refuse to hop;

Seventh.—

"If all the little walking dolls (displays walking
doll)
Should plan to run away,

Eighth (with go-cart).—

"And all the go-carts really go, (pause)

All together.—

Oh, what a Christmas day! (All shake heads
sadly and look at each other.)

Ninth.—

"But clap your hands, and dance and sing,
It never happened yet, (all clap hands)

Tenth.—

"The little socks just hang and stretch,
To hold the toys they get. (Holds up a line
of tiny stockings.)

Eleventh.—

"So wreathe the holly, (waves a spray of holly)

Twelfth.—

"Twine the green (with small rope of green)
And deck the Christmas room,

First.—

"And cheer the little Christmas tree
That always wants to bloom!"

[Places the toy Christmas tree on a small stand in the centre. All then circle around and sing a familiar Christmas carol.]

WHAT THEY DID FOR CHRISTMAS.

BY ALDEN HEWITT.



AND what are you going to do for Christmas?" Miss Connaught, the new teacher, leaned against the door jamb as she asked the question. The second-grade teacher shrugged her shoulders, "Not much. It doesn't pay. When the board pays us for working extra, I will." Miss Connaught's brow wrinkled as she went back to her own primary room. In the cloak room she caught the sounds of childish voices. "It's three weeks to Christmas. What you s'pose we'll do?" "Nothin'. Teacher ain't 'rased a picture that she put up for S'ptember's cal'ndar. I'm getting tired looking at it. We don't ever do anything much here."

"Oh!" It was a long drawn sigh of disappointment from Miss Connaught's own little pupil, Beppo. "But Miss Connaught. Perhaps——?"

"Naw," discouraged the second grader's voice, "she'll be too busy, too."

Miss Connaught shut her lips. "She won't," she resolved.

That afternoon she appeared at her desk to smile down into the forty little faces raised to hers. "What day is coming soon?"

With one accord came the answer: "Christmas, teacher, Christmas!"

Miss Connaught smiled again. "You know Christmas means 'Christ's day.' I think it would be fine to have a giving time this year, don't you?" An eager chorus of response. "It isn't too early to begin, you know. We'll have to make something for father and mother and things to trim the room."

Busy work for two days consisted of drawing and cutting yellow Bristol board stars, which Miss Connaught collected and laid away.

Then the third day on each desk was laid a pure white sheet of Bristol board, 9x12, and a Madonna picture. This picture was carefully pasted in the centre of the Bristol board; another sheet and picture were given to each, and still again the process was repeated. These were collected. The children's part of them was done.

Miss Connaught looked a little anxious that night as she went to the supply cupboard. White drawing paper and tag board seemed the only things left. The Bristol board she had purchased, the pictures had been left-overs. "The district is poor," the superintendent had said. "We can't get much this year." "Father's present chances look slim," murmured the teacher. "Oh, what luck!" as her hand came in contact with a ball of green silk twine. She drew it out.

"Oh, you've found the white elephant!" laughed a voice. The second-grade teacher stood behind

her. "Everyone's looked at that. Much good may it do you."

Miss Connaught took it to the window. Then she smiled, and tucked it into her apron pocket. Armed with the white paper, she returned to her room. She spent a long time that night with the duplicator. Then she went down town and begged samples of flowered wall paper.

Next busy work period found every child armed with a pair of scissors and a piece of wall paper.

"Cut out the flowers carefully." How painstakingly the scissors moved about. After the flowers were cut out they were pasted on a piece of 10x5 Manila tag. Then the pieces of white drawing paper were distributed. Each had the pattern of an envelope marked on it. These, when folded, measured 9x4. Each one was pasted upon a sheet of paper, the folded edge of the flap even with the edge of the paper, the other edge of the sheet projecting one-quarter inch below the lower edge of the envelope. Then they had to be laid away. The children really couldn't have stood to let them go if the phonics lesson hadn't been taught from fat little Santa Clauses, each with a key printed on his coat. (Miss Connaught had obtained the pattern from the Christmas crepe paper.)

Next day the envelopes and the sheet of tag board were returned with a new 10x5 bit of tag board. The sheets of tag had three holes punched along the ten-inch edge; the sheets of paper on which the envelopes were pasted had corresponding holes. Each child was given a piece of black silk cord, and this run through the tag board laid on each side of the three sheets bearing the envelopes, securely laced together a most charming "clipping case" for father's present.

"I'm going to finish mother's present," Miss Connaught said, "so now we'll make the invitations."

On pieces of drawing paper 3x5 one-sail "ships" had been drawn.

"Thank heaven the children have water-color gilt," thought Miss Connaught.

The sail of each ship was accordingly gilded very, very painstakingly; the hull was painted blue; the masts were left for Miss Connaught's brush to silver. (Water color silver is three cents a cake.)

The inside leaflets were the result of several laborious writing lessons. The children ruled the lines, and then copied from the board this verse:—

This is the ship of wishes,
Of which you've oft been told,
Whose masts are made of silver,
Whose sails are made of gold.
It brings you happy wishes,
And this is only one,
We wish you'd come next Friday
And share our Christmas fun.

Thursday afternoon the children were shown mother's present, the three pieces of white Bristol board tied with green cord to form a booklet; the cover plain Bristol board with "Merry Christmas" printed on it; the first page a language lesson the children had had a week before. It had been a dictation lesson, and read:—

"These are pictures of Jesus and his mother.

"The first picture was painted by Raphael.

"Raphael was a great Italian artist.

"This picture is called 'Madonna of the Chair.'

"The next picture is called 'The Sistine Madonna.'

"It was painted by Raphael, too.

"The last one is 'The Holy Night.'

"Murillo painted this one."

Friday morning Miss Connaught came early. The reading lesson was enthralling.

"Santa Claus is coming soon.

"He will come when we are all asleep.

"He brings drums and dolls and many other toys for good children.

"Perhaps he will bring John a pair of skates.

"He comes in a sleigh with eight tiny reindeer to draw it.

"Don't you wish you might see him?"

The language lesson consisted of a large chart, having on it the pictures of a little boy and a little girl. Toys, cut one day during busy work from silver paper, were pasted on sheets of tag board.

"May I give the trumpet to the boy?" "May the little girl have this dolly?" The drill on "may" came easily this morning. The phonic drill was printed on paper stockings.

When the children returned at noon, bringing their parents, the room had been transformed. The yellow stars, cut so long before, were strung in long strings for window curtains, looped in festoons across the sides and to the centre of the room; on one board the Christmas ship was pictured in yellow and white crayon. The front board was decorated with silver paper stars pasted on and then half hidden by chalk clouds. Above the board hung a large chart, with Hoffman's Christ on it. Below it, on the board, was written: "Peace on earth, good will to men." Miss Connaught wore a sprig of holly in her belt, and certain small boys, chosen for a mysterious purpose, wore holly in their button holes.

The program was very simple,—a few songs, a recitation, the story of Christmas told in childish words by one of the little ones very simply and devoutly; and then the boys with the holly left the room.

"The Christmas ship is bringing a result of good wishes," explained Miss Connaught.

One of the boys popped his head in to announce joyfully: "The ship's in harbor. We're bringing the good wishes," and then the whole number burst joyfully back, bearing the labeled packages: "To mother from John." "To father from Susy." How the mothers beamed; and the few fathers grew positively purple with embarrassed delight! There was a bag of candy for each child, too.

The mothers looked about in pleased surprise. "No one ever took so much trouble before," said one.

"It is not much I can say," murmured Beppo's mother as she left, "but it is from here I thank you" (laying her hand on her heart).

Miss Connaught leaned against the door after they were gone.

"Well, you must be half a month's salary behind," broke in the second-grade teacher's voice.

"My young ones don't get my hard-earned wages, I tell you."

Miss Connaught smiled. "It cost me \$1.50, including the candy, which my sister made for me."

"Oh, come! There was Bristol board and silver paper and black silk cord and colored chalk—we haven't a bit left, and the new hasn't come; envelopes, and—oh, lot's more!"

"But, my dear, the black silk cord was the green dyed with easy dye. The colored chalk was white once. I dipped it in Easter egg dye. The silver paper is only two cents a sheet, and the Bristol board but five. We folded the envelopes."

"Well, I bought a tree and some candy," put in a third voice, "but it doesn't show as yours did."

The third-grade teacher joined them. "My dear, I take a leaf from your book."

Miss Connaught walked home a little wearily, carrying very tenderly the little gifts the children had presented. Above her head in the little church steeple the bell rang for devotion. "Peace on earth" it seemed to peal. Through the teacher's mind ran an old quotation:—

"Ceasing to give we cease to have,
Such is the law of love,"

And through the gathering dusk Beppo's joyous face seemed to flash, and his voice with its little catch of joy called to her: "Ah, the so much happiness you give, teacher," and great joy settled in her heart.

PRIMARY STUDIES IN LITERATURE.—(IV.)

BY ANNA WILDMAN,
Philadelphia.

THE CHRISTMAS TREES.

There's a stir among the trees,
There's a whisper in the breeze,
Little ice-points clash and clink,
Little needles nod and wink,
Sturdy fir-trees sway and sigh—
"Here am I! Here am I!"

"All the summer long I stood
In the silence of the wood.
Tall and tapering I grew;
What might happen well I knew;
For one day a little bird
Sang, and in the song I heard
Many things quite strange to me
Of Christmas and the Christmas tree.

"When the sun was hid from sight
In the darkness of the night,
When the wind with sudden fret
Pulled at my green coronet,
Staunch I stood and hid my fears,
Weeping silent, fragrant tears,
Praying still that I might be
Fitted for a Christmas tree.

"Now here we stand
On every hand!
In us a hoard of summer stored.
Birds have flown over us,
Blue sky has covered us,
Soft winds have sung to us,
Blossoms have flung to us
Measureless sweetness.
Now in completeness
We wait."

—Mary F. Butts.

[This poem is reprinted from "The Posy Ring," edited by Kate Douglas Wiggin and Nora A. Smith, by permission of the publishers, Doubleday, Page & Co.]

QUESTIONS AND SUGGESTIONS.

How many Christmas trees have you seen? Where were they? What kinds of trees were they? What are the trees in the poem? What kind of fir makes the best Christmas tree? [See "Nature Study in Elementary Schools," by Lucy Langdon Williams Wilson, published by the Macmillan Company. Of the balsam fir Mrs. Wilson writes: "This tree is the most commonly used for

Christmas. It can easily be distinguished from the spruce by the blunt ends of its leaves, and by the fact that they are arranged only on the two opposite sides of the branch, making it flat instead of cylindrical, as is the case with the spruce. It is very aromatic. . . . The tree has, until it grows old, a smooth bark. It is regular in shape. It has a whorl of five branches for each year's growth."]

What time of year is it in the poem? What kind of day do you think it is? How does the sky look? How does the air feel? Where are the trees growing? How many firs can you imagine you see? Are they standing close together or are they separated by other trees? Draw a picture of a fir. What color is the ground on this day that you have in mind? What colors do you see in the trees? How strong a wind is blowing? What does it make you hear? What does it make you see? Why is there "a stir among the trees" and "a whisper in the breeze"? What produced the little ice-points? Why do the trees say, "Here am I! Here am I!"?

How was summer in the wood different from winter? By what noises was the silence broken? What does tapering mean? What kind of little bird do you suppose it was that sang about Christmas? Write a story telling how the bird had learned that of which it sang.

What is a coronet? What is meant by the coronet of the tree? Write a sentence using correctly the word *staunch*. Had the tree any cause for fear "in the darkness of the night," or when the wind blew in fierce gales? What are the tears of the fir tree? Why should the fir wish to become a Christmas tree?

What is meant by the line: "In us a hoard of summer stored"? Name and describe some of the birds that have flown over the fir trees. Name and describe some of the flowers whose fragrance has been carried to the trees?

Should you think the trees would rather be cut down or live on in the forest? Write a story called "The Story of a Christmas Tree."

MISS LACEY'S TALKS.

BY V. WINIFRED LACEY, M. PD.,
Ishpeming, Mich.



DECEMBER should be the happiest month of the year, especially for primary children and teachers. It is the time when the little children are ready and willing to be carried away and lost in the happy imagination of Santa Claus, Christmas stories, sayings, objects, and doings, as presented by the interested and happy teacher. We have too many teachers who do not enter into the real spiritual feeling of this joyful season, with a result that the children do not receive the right influence from the teacher. We teachers must realize that the majority of our children come from homes where the mother is burdened with more than her share of family cares, and where the income is limited, and with what result? A result which should interest every teacher—that the children are neglected, and do not get the feeling or thoughts of this joyful time. They do not see nor hear of the things which would suggest to them the real significance of this season. Because of their manner of living and real existing conditions, they hear and see little, if any, of the great joy and blessedness of giving. They hear nothing of the sayings and doings of Santa Claus, the meaning of the material and spiritual Santa Claus, all of which really should form only the material foundation of the real work of the month of December—the spiritual significance of Christmas.

Among our great number of primary and grade teachers we have a majority of the type who will spend hours and days of time outside of school planning, sewing, painting, embroidering a Christmas gift just to make one friend happy. It is a pitiful fact that the same teacher will not spend a half hour of time in planning to make Christmas happy for the type of child we have just mentioned; yet this same teacher has about fifty-five such little children enrolled in her school. Does the average primary teacher fully realize how very happy, through her simple planning, she can make her children, and how much she can influence them through her spiritual influence of the thoughts of Christmas?

There are numberless cases on record where children, even in the primary school, prove by the kind of work done up to this Christmas time, and also by irregular attendance, tardiness day after day, their actions, their every movement, that they are not interested in the school work; neither do they show any progress. They are usually placed in the hopeless class. If we have not children who are in this class, we have a number who are on the very border, and are almost ready to be placed in that class. It is proven beyond a doubt, in many of our primary schools, with such a class of children and where the teacher in charge has planned the school work with the proper spirit and is as interested in the planning as she is in the gift for a special friend, that a complete trans-

formation has occurred. The heretofore hopeless ones are, under such conditions, the most interested children in the room, and also prove to be the happiest, and why? They are being taught and shown something new to them, something which they did not see or hear before. Everything this type of teacher does appeals to them as being done for them and for their true good and happiness. The teacher is happy and interested, and is living with the children's lives just before her. As she looks down at their little faces she can see therein reflected her own real spiritual feeling of Christmas as exhibited in the sayings, actions, and thoughts of the children.

It is especially true of the kindergarten and primary children that the great spiritual influence of Christmas cannot be obtained without first using the material phase of Christmas as a foundation. It is natural for little children, even on through the grades, to be interested and happy in the material side. Human nature proves that even grown-up people are more interested in this material side. Show us the child who is not interested or who cannot be interested (by the interesting and happy teacher) in the sayings and doings of Santa, of his wonderful storehouse in Santa-Land filled with toys, guns, drums, tops, dolls, sleds, candy, nuts, popcorn, fruits, etc.

To make this as realistic as possible, the interested primary teacher will be on the alert to observe all kinds and styles of Santa Claus pictures and posters which are used to advertise toys. She will find the market full of varied sizes, colored, and most realistic pictures of Santa Claus and his surroundings. Catalogs are brimful of beautiful pictures of every type of doll. To use such pictures to advantage reserve some part of board or wall in the schoolroom. Upon this wall or board can be stretched a piece of wrapping or wall paper, and upon this can be pasted every picture you can find which you think will prove interesting to the children. Some will be most fortunate in even securing a very fine and beautifully colored life-size picture of dear old Santa. Imagine the happiness in a room where is found such a picture. If you are not fortunate in obtaining such a poster, you can get a very fine collection of Santa Claus pictures by looking over the postal cards as shown in almost every town and city. Five or six of such would be a great joy to the children if there are no other pictures. An inexpensive set of Santa Claus pictures can also be found in the numerous little five- and ten-cent colored picture books found at all stores, especially around Christmas time. There is no finer nor more beautiful collection of such pictures than can be found in one little pamphlet, "Twas the Night Before Christmas." This can be found bound in both the cheap colored paper and also the linen finish. A copy of the linen finish will last as long,—well, let us add,—just as long as the

average girl must teach or cares to teach. The wholesale and retail catalogs contain a wonderful storehouse of pictures, which in themselves would make a most ideal Santa Claus board or poster board for the children. If you are fortunate in having an extra amount of blackboard space, you can use to excellent advantage the usual line of stencils, which can be brightly colored; or, if you can draw well, you can draw pictures and Santa Claus scenes which will delight the heart of every child. Early in the morning, before the work of the day begins, let the children go to the wall or board and talk about and enjoy the pictures. Let them paint, draw, cut, or write about the things seen in the pictures. Every teacher will feel repaid for the time spent in making such a collection for the children to enjoy.

Another way in which children can be made extremely happy is by having a Christmas tree. In almost every school there is a small number who will have a tree at home. Why not add to the pleasures of the less fortunate children by having a real tree? The happiest part of the "school tree" is that the children make everything for the tree; this means much to them. To the teachers who will object on the ground that it costs too much, let us offer a few suggestions for trimming a tree with very little, if any, expense:—

1. Ask your printer or merchant for the scraps of colored paper, and let children make chains. Use flour paste if you wish.
2. With this colored paper cut from pattern different sizes of stars and bells.
3. Fringe the colored paper, and it will be similar to that sold in packages or rolls.
4. Show the children how to make strings of paper dolls, and make same of colored paper.
5. Cornucopias made of colored paper.
6. Baskets made of colored paper.
7. Toys made of colored paper.
8. Tin-foil can be used to excellent advantage in making balls, long rolls, and little packages, tied at either end with colored silk ribbon which handkerchiefs are tied with.
9. Tissue paper filled with batting or popcorn, and tied with yarn or pieces of tissue paper.
10. If real candles cannot be had, you might roll colored paper to look like real candles.
11. Some children will want to bring tree orna-

ments from home, and let them do so, returning same when school is dismissed.

With some of the above material collected at your town or city store, and used according to above directions, you will be surprised to note what a very pretty tree you will have.

The work relating to the material phase of Christmas can well occupy the greater part of the month of December, allowing fully the last week to introduce and dwell upon the spiritual significance. During this part of the work use the art pictures most appropriate to the story of the Christ Child, such as "The Holy Night," "Sistine Madonna," "Madonna of the Chair," Blashfield's "Christmas Bells," "The Shepherds," etc., can be purchased from any of the publishing houses, and very fine copies for school use cost but one or two cents each. Place them where the children can get a good view, and encourage them to go close to the pictures and talk about them. Let them tell what they like in a picture. As a conclusion to your Christmas work, you could have the children copy a little story from the board, arrange it in book form, and put cover on it. The children can paint, cut, or color a little spray of holly for a cover design, or, if you wish, buy a copy of some one of the above-mentioned pictures (two-for-a-cent style), and paste it on the cover. It can be tied with either baby ribbon or yarn. Crepe paper (red or green) cut in three-inch strips and twisted can be used to excellent advantage in decorating the room the last week of the month. If you live in a section of the country where ground pine, pine trees, or any kind of foliage is native, such can be used to advantage also.

It is the hope that from these few suggestions on this Christmas thought you can and will make December the happiest month of the present school year. You will, no doubt, make it so happy that a tardy or absent mark will not appear on your register; so happy that the children in future years will look back in joyful remembrance of the Christmas spent in your room and under your influence; so happy that this particular Christmas will stand out in memory as the happiest and most ideal Christmas of their lives.

All through the Christmas work the really sincere primary teacher will at all times have in mind: "Suffer little children to come unto Me."

A Christmas Carol.

Everywhere, everywhere, Christmas to-night!
 Christmas in lands of the fir-tree and pine,
 Christmas in lands of the palm-tree and vine,
 Christmas where snow-peaks stand solemn and white,
 Christmas where cornfields lie sunny and bright,
 Everywhere, everywhere, Christmas to-night!

Christmas where children are hopeful and gay,
 Christmas where old men are patient and gray,
 Christmas where peace, like a dove in its flight,
 Broods o'er brave men in the thick of the fight.
 Everywhere, everywhere, Christmas to-night!

For the Christ-child who comes is the Master of all,
 No palace too great and no cottage too small,
 The angels who welcome him sing from the height:
 "In the City of David, a King in His might."

Everywhere, everywhere, Christmas to-night!

Then let every heart keep its Christmas within,
 Christ's pity for sorrow, Christ's hatred for sin,
 Christ's care for the weakest, Christ's courage for right,
 Christ's dread of the darkness, Christ's love of the light.

Everywhere, everywhere, Christmas to-night!

So the stars of the midnight which compass us round
 Shall see a strange glory, and hear a sweet sound,
 And cry: "Look! the earth is aflame with delight,
 O sons of the morning, rejoice at the sight."

Everywhere, everywhere, Christmas to-night!

—Phillips Brooks, from "Poems."



ARITHMETIC.

CORRELATING FRACTIONS.

BY A. C. SCAMMELL.



HAD a delightful visit with my friends, the more so because their children flavored everything in the home, dinners and dresses, walks and talks, with fractions. The only comment made was: "As you are a teacher, you're used to children's fads. It's fractions now."

At dinner seven-year-old Kitty divided her butter into thirds, placing each at equal distances around her plate's edge.

"My corn is twelfths," ventured Johnny, counting the rows on his ear. "What's the name of *your* ear, papa?" "Cousin Mary, it's going to be cutting-up day in school to-morrow. Wish you'd come," urged Dick.

Now if those lively children had any special day for cutting-up, it must be worth going to see, so I went.

"Wednesday is our fraction day," said the teacher, by way of introduction to the morning's work.

A small table near the desk was set with a dozen or more fruit-pictured plates and tiny fruit knives. Around the table baskets of the rosiest apples, downiest peaches, and most coaxing plums and grapes are waiting.

"My giving class may come to the table," said the teacher. Soon chubby hands were busy, slipping from basket to plate, each child vying with the others to make his plate of mixed fruits the prettiest. Again and again some of the plates were arranged before the little artists were quite satisfied. Then they were sent to their seats for a few moments to look and long, until the teacher knew they could do fractions without her help.

"Now it is time for lunch. The pupils in their seats may close books for ten minutes, and the giving class may pass the fruit." Manila paper served for plates in passing.

Willie was asked to take from his plate two-thirds of the grape-clusters, and one-fifth of the plums, and pass to Fred in his seat. Two children were asked to put their apples together and divide them among five pupils. There were seven apples. A little thinking, and each pupil had his apple and two-fifths, although the fifths looked doubtful. After all in the seats were served, the class divided with one another. How the small jury did sit on the boy who kept the juiciest plum or the biggest third for himself.

"Do you know of anyone you could make happy with these nice grapes that are left?" Yes, they all knew.

A three-minutes' temperance lesson followed: "Why is this ripe fruit good for us?" "It makes good blood." "Will green fruit make good blood?"

Holding up an apple: "This apple says to me. 'Make me into a juicy apple pie.' What does it say to you?" "Don't make cider of me." "And these grapes say what?" "Don't make wine of me, but keep me for jelly."

A few bright nature questions, too, about the fruit, that could not help bringing out good answers, closed the hour's delightful work-play of the children.

I had found the teacher who could sugar-coat fractions, and make her children long for them. While her methods might not work in a school of fifty, it was the way of ways in her small school.

Work done later in the day with pupils of ten or twelve years was as suggestive as the morning's work had been.

No fractions larger than twelfths were worked with. When thirds and fourths were to be added, the knife or scissors was first used in cutting two objects of equal size into respective thirds and fourths, then into twelfths. So perfect had been the fraction name drill, that the cutting seemed mechanical rather than thoughtful. Two-thirds and eight-twelfths were one thought in the pupil's mind. Take out catch and cobweb examples, the weary search after common denominator, complex and compound fractions, and the senseless inverted divisor, and then fractions are play.

In introducing this class to decimals, United States money, and percentage the denominator 100 was used. Questions like "Seventy-five hundredths of your money is what fraction of it?" were quickly answered. "Every day I try to use the fraction dialect, but especially on Wednesdays," explained this teacher. "I say: 'Place two-fifths of your examples on the board'; 'Read two-thirds of the page'; 'Tell me five-sixths of the time to noon'; 'What do I mean by a fraction of time?'"

Since every teacher in these days is, or should be, a humanitarian, she may no longer speak of killing two birds with one stone, but she must *correlate*, or bring as many things together under the shelter of one name as possible. This teacher did it.

THE CHILD.

There is nothing in all the world so important as children, nothing so interesting. If ever you wish to go in for some form of philanthropy, if ever you wish to be of any real use in the world, do something for children. If ever you yearn to be wise, study children. If the great army of philanthropists ever exterminate sin and pestilence, ever work out our race salvation, it will be because a little child has led.—*David Starr Jordan.*

GEOGRAPHY.

The Cotton Plantation and the Cotton Mill.

BY W. M. GREGORY,

Normal Training School, Cleveland.

I. Cotton in Modern Life.—The fibre for clothing for more than three-fourths of the world's people. It supplies an oil, a fertilizer, thread, stock, food, etc. Its cultivation and manufacturing give employment to vast numbers of people in the United States, India, and England. Cotton is king in the exports of United States, and the principal product of ten states. Its cultivation dates back to the Egyptians. The Romans refer to a "wool tree" of India.

II. The Cotton Plant (a native of the new world):—

(a) The flower. Like the hollyhock, white the first day, fades to red and purple.

(b) The boll, or seed-pod. Contains seeds surrounded by a thick mass of fibres.

(c) Conditions of growth. Temperature not under sixty degrees mean annual, free from frosts for six months of year, rainfall not less than forty inches, and the moist sea air is especially favorable. Soil rich in limestone, and must be planted annually.

III. Planting and Cultivating.—Planted in March in rows three feet apart. Seeds drilled in or hand-planted. Ground given much care to keep it mellow. Blooms in June and bolls crack open when ripe. Bolls are hand picked, but machines are being tried to eliminate hand picking. Plant has many insect enemies, the most important of which is the cotton-boll weevil.

IV. Picking and Preparing for Shipping.—Bolls do not all ripen at once, so picking season is extended over several months. In Georgia some of the cotton is picked at Christmas. July is the greatest month; then the fields are filled with the pickers. From the field the cotton is drawn to the gin, where the fibres or lint is separated from the seeds. This was formerly done, about one pound a day, by slaves; now by the gin 7,000 pounds a day. Eli Whitney invented the ginning machine. After the fibres are separated from the seeds they are packed into bales, each weighing 500 pounds and worth from \$30 to \$40 each.

V. Varieties of Cotton.—Sea island cotton grows along the coast of Georgia and South Carolina. It has a long fibre which is fine and strong. About two bales are produced on each acre, and it is the most valuable cotton.

Upland cotton is produced on the uplands of the coastal plains, and is the most extensively cultivated. It has a short fibre, and most of the cheaper cotton goods is made from it. Production is about one bale to an acre.

Peruvian cotton grows in South America, and is used for mixing with wool. Egyptian cotton is fine, and has long fibres, while Indian cotton is coarse, with short, harsh fibres.

VI. Distribution and Production.—In the United States the cotton belt extends from Georgia and Carolina to Texas and Arkansas. Texas pro-

duces the most, gins the most, exports the most, and manufactures the most oil and meal. Mississippi next; then Georgia, Alabama, and South Carolina. Northern limit of cotton belt is thirty-eight degrees. New Orleans, Galveston, Savannah, and New York are chief shipping ports. India, Egypt, Brazil, and China are foreign fields. United States produces sixty-six per cent. of the world's cotton crop, and India about fourteen per cent. In 1784 the United States produced two bales, in 1801 50,000, and in 1907 over 13,000,000 bales. The cotton export is one-fourth the total, and most of it goes to Great Britain.

VII. Manufacture of Cotton Cloth.—The power, labor, transportation, and market determine the location of factories. New England became important early because of its location, power, and labor. Fall River is the greatest cotton manufacturing city. Lowell, Lawrence, and Manchester are important. In the South, and near the raw material, many factories are being built, at Spartanburg, Ga., Columbia, S. C., and Augusta, Ga.

The early method of making cloth was very simple. Cotton combed, twisted into thread, and woven into coarse cloth. The invention of various machines allows the manufacture of great quantities of cloth at a small cost. The process of manufacture consists of two parts: (1) Changing cotton into thread, (2) weaving thread into cloth. There are more than forty processes involved in the spinning, dyeing, and weaving. One factory may employ many hundred people, and several cities in England depend almost entirely upon this industry. United States consumes more cotton than any other country, but its products are of the cheaper grades.

VIII. By-Products from the Cotton Plant.—

The oil of the cotton seed is used for making soaps, salad oil, butterine, and as a substitute for lard. The oil is colorless and odorless, and it is shipped abroad into the Mediterranean countries, where it is used in place of olive oil. The residue which remains after crushing the seeds contains much that is of value as a stock food. The hulls are used for papier-mache. The lint or very short fibres are made into felt or gun cotton. Celluloid is also one of the cotton by-products.

REFERENCES FOR THE STUDY OF COTTON AND ITS PRODUCTS.

(Those starred suitable for children.)

1. *"The Story of a Cotton Rag," New Era Fourth Reader.
2. *"Cotton Fields," "How We Are Clothed," by Chamberlain, pp. 39-49.
3. *"In Land of Cotton," Carpenter's North American, pp. 109-118.
4. *"Cotton and Cotton Plantation," "Type Studies in United States Geography," by McMurry.

MR. WINSHIPS CONVERSATIONS.

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"Once more thy star its splendor spills
Across the sleeping Syrian hills,
Once more the strange old story thrills
The mind of man, till, sweet and clear,
Our songs run round the board whose cheer
Makes laughing children leap and say,
'O Christmas Day, O Christmas Day!'"

There is progress in the air.

Forty-eight states in the Union.

Every child is what he has been made to be.

The oldest university in the world is at Cairo.

Acquired characteristics can submerge the inherited.

Standards in teaching must rise faster than salaries.

Loyalty was never so difficult as now, and was never so important.

It is a good test for a teacher of English to try to market her own English.

In all hand work children must be educated to judge material as well as workmanship.

The people of the United States pay twenty times as much for daily papers as for school books.

It would be well to substitute the term elementary for grammar school and secondary for high school.

While we shout for peace it seems unlikely that we are to enjoy peace in school administration in several cities.

School property the country over has been much more improved this summer than in any previous year. This is notably true of rural school property.

Praise for poor work is never wise, but one may praise improvement in unsatisfactory work or good features of work that is not as a whole good. Wise praise is high art.

In one year eighty-one American educational institutions received \$19,000,000 from state and

federal appropriation, and this is merely the beginning of this great movement.

Boston public library has set apart a room distinctly for public school teachers. It is to have the best teachers' library in the world. Has any other public library done this before?

Under the new school code of Pennsylvania no new school building shall be erected without providing a proper playground. The larger towns should provide playground apparatus. These grounds should be thrown open during the summer vacation.

Last year Minnesota added to its teaching force in the rural schools 500 teachers with some high school scholarship and some professional training. This year 750 more were added. They hope for more than 1,000 next year, and within three years the supply should equal the demand.

Age Limit Established.

Of the achievements of the National Child Labor Committee in 1911 the extension of the age limit of children for shop work was important. A fourteen-year age limit was established in Colorado, Vermont, and West Virginia (in manufacturing establishments). Indiana, Missouri, New Jersey, and Wisconsin either added new territory to that where the law formerly applied or extended the protection to other industries. California and Oregon established a fifteen-year age limit for general child labor with some exceptions.

Making Moving Pictures.

One of the interesting side shows of the recent trip to California was a knowledge of the people and the outfit for the making of moving pictures.

A few miles out from Los Angeles, in the beautiful foot hills beyond Hollywood, is the plant where is acted every scene that is caught in action and reproduced in the moving picture exhibition. It is an enterprise that challenges admiration. The outlay is great. They have at command for action Indians, Mexicans, and other varieties of performers. The operators are artists, and the managers are full of enterprise.

School Recess.

Recess or no recess? This is one of the questions that has been hurled at us for a quarter of a century, and we have had no facts to hurl back until now that this subject has been studied by the Sage Foundation. On such good authority we can say that in the South Central states ninety-nine per cent. of the cities have out-of-door recesses; in the South Atlantic states, ninety-seven per cent.; in the North Central, ninety-five per cent.; in the Far Western states, ninety-four per cent.; in the North Atlantic states the percentage drops to eighty-four. We can safely agree that the campaign against outdoor recesses has not made appreciable headway.

St. Louis Meetings.

February 27-28-29 will be great days in St. Louis.

The Planters' hotel will be the headquarters.

Dr. Charles E. Chadsey of Denver will be the presiding genius.

The Department of Superintendence will meet there then.

The National Council of Education will meet there.

The Normal School Department of the National Education Association will hold its meeting there at that time.

The "big three" will make St. Louis once more famous. It will be by far the largest mid-winter meeting on record. Make your plans to be there. Engage hotel accommodations at once, although St. Louis can take care of 2,500 conventioners and make no effort.

Practically all cities and many counties pay the expenses of their superintendents in attendance upon this meeting. It should be a universal practice.

Board for Teachers.

One of the serious educational problems is the finding of suitable boarding places for teachers. There is no state in which this is not an important issue.

A large proportion of the teachers of the country do not, cannot, find satisfactory board in their school district, and live outside the district from necessity. This is wholly unfortunate and seriously reduces the influence of the teacher. There are townships in which not a teacher of a rural school lives in the district in which she teaches. This is the other extreme from "boarding round." It is an open question whether it was not better for a teacher to board in every home of her pupils than not to board in the district at all.

There are many suburban communities in which more than half of the teachers board without the district and often without the city.

As the only remedy some communities have a "school parsonage," a cozy little home, owned by the district, the teachers keeping house therein and paying a slight rent, barely enough for keeping it in good repair.

Physical Defects.

Educationists are at last aware that physical defects account for most intellectual and scholarly deficiencies.

Because of this fact no child is blamed for inefficiency, dullness, slowness, backwardness until a skilful physician has seen what can be done for him. It is humiliating to the limit that the world has been going on its way all of these centuries, that medical science has had such opportunities, that teachers and other educators have been employed so many years before it dawned upon anyone to test ears, eyes, tonsils, and other physical conditions when children were dull. What were Comenius, Ascham, Pestalozzi,

Froebel, Rousseau, and other great school-masters a-doing? What were we all a-doing up to ten years ago? What were the medical geniuses and masters a-doing in all the past?

Really, it looks as though we had mightier men in medicine and education than the giants of those days.

The world has a right to honor the mighty men of this day, who have unstopped the ears of the deaf, who have opened the eyes of the blind in a miraculous way.

"The world do move," as John Jasper eloquently said.

Grace Strachan.

No woman in modern times has had anything approaching the spectacular career of Grace Strachan, district superintendent in Brooklyn. Only those who knew her in Buffalo nearly a quarter of a century ago, who saw her in the National Education Association as a wide-awake young woman who appeared to have more social than professional aspirations, who saw her come to Brooklyn gratified at the promotion from lake to sea, can appreciate the wonderful leadership she has achieved.

It is all very well to say that "equal pay" is a triumph of the rank and file of the elementary teachers, and it is true, but there is no one else in America who could have led them to this triumph.

The women's clubs of the United States have never developed a leader. The suffrage movement has never produced an American leader. Nowhere has there been evolved a woman leader of women in any large sense till now. There have been noble women, brilliant women, fascinating women, skilful writers, powerful speakers, dazzling schemers, but it remained for Grace Strachan to line up practically a solid body of women, a great following, and at the same time walk hand-in-hand with political chieftains, the officials of the greatest city in America and of the greatest of American states, and keep the progressive civic sentiment of the land admiringly with her.

There have been a hundred reefs and shoals on which any other woman would have lost the cause. She never allowed her cause to become Democratic or Republican, never allowed capital or labor to capitalize devotion to her work, never permitted Socialism to be an issue, nor even suffrage. Every influence played into her hands, while she played into the hands of none.

She made every one to whom she appealed believe that her cause was as great as that which gave England her Magna Charta or America her Declaration of Independence. She made Mayor Gaynor believe that when he put his name on the equal pay law on October 19, 1911, he made the day as memorable as October 12, 1492.

When Grace Strachan stepped to the front as the organizer of the women of New York in a campaign for equal pay in 1906, it looked like a mere by-play, a good diversion for women teachers, but five short years have crowned her efforts gloriously.

The Cotton Plantation and the Cotton Mill.

[Continued from page 139.]

5. "Outline for Study of Cotton," New York State Course of Study, 1910, p. 245.
6. "Cotton-Patch Life in Tennessee," by Clifford Johnson, *Outing*, vol. 46, p. 193.
7. "A Lady's Cotton Blouse," *Good Words*, vol. 44, p. 660.
8. "Cotton Again King," *World's Work*, vol. 8, p. 4793.
9. "Cotton and Cotton Goods," *Cosmopolitan*, vol. 37, p. 315.
10. "The Cotton Growers," *World's Work*, vol. 11, p. 550.
11. "Cotton Picking in South," *Everybody's Magazine*, vol. 6, p. 64.
12. "Cotton Mills in Cotton Fields," *Review of Reviews*, vol. 22, p. 61.
13. "The Cotton Plant, United States Department of Agriculture," *Bulletin No. 33*.
14. "The Cotton Industry," by M. B. Hammond.
15. "The Story of the Cotton Plant," by Wilkinson.
16. "King Cotton," by Grady, *Harper's Magazine*, L. 111., p. 721.
17. "Cotton, Rice, and Cane," in Brigham's "Geographical Influences in American History."
18. "The Cotton Trade," by McFarlane, *Commercial America*, January, 1906.
19. "Cotton," *Redway's Commercial Geography*, pp. 105-110.
20. "Cotton in World's Commercial Products," pp. 321, 327, and 332.
21. "Geography of Commerce and Industry," by Rocheleau, pp. 82-88.
22. "Industrial Studies," by Allen, pp. 51-65. Very good.
23. "Common Commodities of Commerce," "Cotton," by Paske.
24. King's *Advanced Geography*, p. 114.

MATERIAL.

Color the cotton belt on a large outline map of the United States, and mark the cities of New Orleans, Galveston, Charleston, and Savannah. Make the outlines of the cotton states and the Mississippi river distinct and clear. In one corner of the map construct a diagram to show rank in production of the various cotton states.

For illustration obtain a cotton plant. The plant can be grown from the seed planted in the schoolroom or greenhouse. The plant should be carefully mounted on cardboard and so arranged as to display the leaf, flower, stem, and ball. Samples of cotton products should be collected and mounted on a card or placed in bottles and neatly labeled. The following are suggested: Cotton yam and thread, mercerized cotton, cotton seed, oil, hulls, meal, celluloid, gun cotton, stearine, and the various kinds of cotton cloth.

A number of typical cotton country pictures should be mounted and labeled. The following magazines have good pictures for mounting: *World's Work*, vol. 8, p. 4793; *Review of Reviews*, vol. 28, p. 305; *Everybody's*, vol. 6, p. 64; and *Lippincott's*, vol. 59, p. 687.

HINTS AND HELPS.

BY MARIE ALDEN HEWITT.



SN'T this a pretty set of visualizing cards?" The primary teacher held them up to view. They were pretty, soft, tan-colored mounting board 4x12 for a background, brightly-colored pictures mounted thereon for visualizing work.

"You see, they're the same cards really that every one uses, with one difference,—the pictures are more carefully cut than many I've seen, and the background is prettier than that of plain tag board. Where did I get the pictures? Any colored pictures will do for these cards."

"Yes, and, strange as it may seem, half the school world doesn't know how to 'cut out.' Some of my girls still leave bits of white background between the stems of flowers or under the arms of the picture children," sighed the normal teacher. "I had one of them remove a picture she had mounted, to cut out all the original background, the other day, and when she replaced it on its mount she was astonished at the change. She looked fairly dazed."

"Eleanor, you talked before I had finished," rebuked her sister. "As I was about to remark, these cards will be good for your girls who need to economize space, for as soon as they are too familiar for visualizing cards, they shall become a beginning arithmetic drill set. Notice, here are three different cards, each with a little girl as one of its pictures. One little girl, one little girl, another little girl equals how many little girls?"

"Here are two hats on these cards. If each little girl has two hats, how many will the three little girls have? I don't say that it's the best arithmetic drill made, but it helps. Here's my real number work drill."

Mounted on blue mounting board, these cards were designed to attract children. Four little girls grouped together, followed by a plus sign, and then two more girls, was a thing to turn addition into regular story work. Five daisies followed by a minus sign and three daisies told the story of summer on its surface. The cards were four by nine inches, the pictures large enough for group drill.

"I have a pretty phonic chart," offered the normal sister. "This is the season for the birds to go South, so I have a large sheet of manila tag, with brown construction paper birds flying across it, to vary the monotony of a-b and a-t and all their brothers."

"I know something you don't know," broke in the third-grade teacher. "You remember the different forms the children fold and cut? For instance, the snowflake cutting? There are always scraps left. If you examine these you'll see they are symmetrical. Save them and make a border of those pieces. Or, when you give the children squares to fold and cut, do the same. See?" She held up her patterns.

"What a boon it is to have three teachers in the house!" breathed the normal teacher, and leaned across the table for her notebook and pen.

Days of the Week in the First Grade.

BY RACHEL ELIZABETH GREGG,
Cape Girardeau, Mo.

Little children are interested in talks about the days of the week at home: Monday as Washing Day, Tuesday as Ironing Day, Wednesday as Mending Day, Thursday as Visiting Day, Friday as Cleaning Day, Saturday as Marketing and Baking Day. There is literally no end to what can be said and taught under these headings; and there is much in verse that is interesting and helpful.

On Monday, the traditional washing day, the old nursery rhyme may be studied:—

They that wash on Monday
Have all the week to dry;

They that wash on Tuesday
Are not so much awry;

They that wash on Wednesday
Are not so much to blame;

They that wash on Thursday
Wash for every shame;

They that wash on Friday
Must only wash in need;

And they that wash on Saturday
Are lazy folks indeed.

This rhyme gives an opportunity for discussing the need of doing things at the right time. But the principal points brought out in these talks are: First, the need of washing, the pleasure of clean clothes, the dependence of health upon cleanliness; and, second, the method of laundering clothes properly. In some localities we find children who have never seen the process carried out. They do not know the work and skill necessary to give them the clean dresses which are so quickly soiled. The story of the "Pig Brother" is told to the children at this time as a beginning for the many lessons we must give in cleanliness and orderliness if we reach the results desired.

After the clothes are washed, they must be dried. Some simple experiments are made which show the children the effect of sun and wind upon water and upon the water which remains in the clothes after washing. Questions then elicit the following information: Clothes dry best on a clear, sunshiny day; the sun helps to dry them; the wind blows them and pulls the water out.

After the clothes are dry, they are taken down, sprinkled, and folded for to-morrow's ironing. When possible we have the children wash their paint cloths or some of the furnishings of the last year's house. For our manual work clay is used to model the tubs, boilers, and baskets. The drying clothes are represented in both paper cutting and drawing. There are several songs which furnish dramatic possibilities for games. For instance:—

This is the way we wash our clothes,
Wash our clothes, wash our clothes,
This is the way we wash our clothes,
So early Monday morning.

—Bulletin.

Games Indoors and Out of Doors.—(IV.)

BY LAURA ROUNTREE SMITH.

GAME OF THE GREENWOOD.

Two children stand inside a circle. The children in the circle hold their arms up, and the two from inside skip in and out between them. These two children each carry a bunch of daisies, which they hand to two in the outer circle as they skip, and these children in turn hand the daisies to two others, and all to whom the daisies have been handed follow the first pair, and skip in and out. This may continue until half of the children are skipping and half stand in the first circle.

They then sing to the tune of "Lightly Row." The children who have been skipping form a circle outside the first circle, and all sing:—

Come and play, come and play,
In the wildwood far away;
We will go, we will go,
Where the daisies grow:
In the greenwood we will meet,
And we'll gather flowers sweet,
Children love a cool retreat,
And the flowers sweet.

One circle skips off to the right, one to the left, and they go to their seats.

The game is a very pretty one to play outdoors.

Dolly's Queer Name.

Once upon a time a little girl had a hard time learning to speak correctly. Her mother had said to her many times: "Clara, when I ask 'Who's there?' you must say 'It is I'"; but little Clara kept forgetting.

One day she said: "Mother, I believe I shall name my doll 'It is I.' I couldn't forget my own dolly's name." So, after that, dolly went by the name of "It is I."

A few days later Mrs. Steadman, one of the neighbors, came into the room where Clara was playing. "What is your doll's name?" asked Mrs. Steadman. "It is I," replied Clara promptly. Mrs. Steadman thought that Clara had not understood her question, so she asked again: "What is your doll's name?" Clara replied again: "It is I." Mrs. Steadman looked at her in surprise, and said: "Poor child, something is wrong." "No," said Clara, "that isn't wrong, it's right; mother says it's right."

Mrs. Steadman went to Clara's mother and said: "I fear Clara is ill. She talks very strangely. I asked her the name of her doll, and she said: 'It is I.'" Clara's mother laughed and explained to her visitor why the doll had such a queer name.

Tell this story in your own words.

EXERCISE.

Make a list of contractions found in this story. Write the two words for which each stands.—Canadian Teacher.

J. V. B., Michigan: Your paper is a winner. I like the hard sense it contains.

E. J. B., New York: Your paper is most excellent. Every number gives me pleasure and profit.

MUSIC IN RURAL SCHOOLS.

BY MYRA K. PETERS,
Lead, South Dakota.



FEEL that we are hailing each other across the many, many miles that separate us with a Merry, Merry Christmas! to you all.

I know that we are beginning to understand each other, and that it is not necessary for me to emphasize longer the rules in preparation of a lesson.

A short review of pitch letters, rapid sight reading from the blackboard, and a short vocal drill with each lesson, follow the suggestions given in outline, and enlarge upon them at your own discretion.

I have thought about your December outline much the last few days.

The one thing only that I truly long for you to bring to your children this month is the Christ spirit, with its uplifting and broadening influence.

The two hymns, "Holy Night" and "The Little Lord Jesus," have been selected with this one thought.

DECEMBER.—FIRST WEEK.

"Holy Night! Silent Night!" Haydn, p. 21, "Kris Kringle Jingles."

"Jingle, Jangle, Jingle," Koogle, p. 4, "Kris Kringle Jingles."

Studies on p. 26, Modern Series.

Study p. 27 entire.

SECOND WEEK.

"The Little Lord Jesus," Koogle, p. 8, "Kris Kringle Jingles."

"Little Jack Horner," Koogle, p. 22, "Kris Kringle Jingles."

"Christmas Bells," p. 21, Modern Series.

Study p. 28.

"On a Snowy Day," p. 29.

THIRD WEEK.

"Christmas Bells," Gilchrist, p. 55, Modern Series.

"Dainty Little Stockings," Koogle, p. 39, "Kris Kringle Jingles."

"New Year's Eve," p. 102, Modern Series.

IN EXPLANATION.

Next to religion, music is the most potent influence in the evolution of the human race.

It seems to me the Christmastide affords wonderful opportunities for us to reach the inner recesses of children's lives and give them great opportunities, expressing in song the many emotions brought by the story of Christ's nativity and its accompanying holiday festivities. I have selected for you some of the songs that I shall use in our own schools.

Let every boy and girl contribute toward the Christmas atmosphere. I want the presence of Christ felt in the heart of every child, so I have chosen to be taught first "Holy Night." Write words upon the blackboard; teach by rote; sing "Holy night" softly, "Silent night" very soft and

smooth; "All is calm, all is bright," a little louder, but softly throughout.

The effect of this beautiful hymn upon the children is marvelous! I teach one verse in the first and second grades, and the entire hymn on through the intermediate, grammar, and high school.

We do not use it for clapping, picturing, or dramatization, but simply reserve it to convey the holiness of the Christ to the children, and it never loses its dignity or its own wonderful mission. Secondary: "Jingle, Jangle, Jingle," by Effie Koogle. This has fine rhythmic possibilities for clapping, circling, and picturing; very good also for paper cutting.

For voice exercises in connection with this, use the octave beginning on 8, then with syllables "ho! ho!" imitating a surprised north wind. Then have children inhale deeply and silently through the nostrils; when lungs are completely filled, exhale a blast of air explosively from the mouth. Still in connection with this have a scale drill, with Santa Claus laughing at the north wind, "Ha! ha!" etc., on 8-7-6-5-4-3-2-1.

"At Christmas play and make good cheer,
For Christmas comes but once a year."

Use much scale drill with different note values, thus changing rhythm and meter. Before studying the studies on p. 26 introduce your new skips from the blackboard as before, 8-7-6-5-8-5-8-5, then 5-6-7-8-2 above do, 5 below do, then 1-3-3-4-5-6-16-16; these are your new skips. After thoroughly fixing these in your pupils' minds take up the studies on p. 26; follow with p. 27, but be sure to illustrate on the blackboard the two kinds of eighth and sixteenth notes, the kind with one flag, the other where two notes are connected with one bar, but exactly the same note value.

The Youth's Companion is responsible for the following story, taken from Blackwood's magazine—"A Scotch Music Lesson":—

"'Here, Donald,' said he, 'take yer pipes, lad, an' gie us a blast. So! Verra weel blawn indeed, but what's a sound, Donald, wi'out sense? Ye may blaw forever without making a tune o' it, if I dinna tell ye how the queer things on the paper maun help ye. Ye see that big fellow wi' a round, open face (pointing to a whole note) between two lines of the staff? He moves slowly from that line to this, while ye beat four wi' your fist and gie a long blast.

"'If ye put a leg to him ye make twa o' him', an' he'll move twice as fast. If, now, ye black his face, he'll run four times as fast as the fellow wi' the white face; and if after blacking his face, ye'll bend his knee or his leg or tie his leg, he'll hop eight times faster than the white-faced chap I showed ye first. Now,' concluded the piper, 'whene'er ye blaw your pipes, Donald, remember this: That the

tighter those fellows' legs are tied the faster they'll run, and the quicker they are sure to dance.' "

I think the above story told at just the right time will aid in fixing note values.

Second Week.—"The Little Lord Jesus," by Koogle, brings us back to one of the most beautiful descriptive songs to be taught by rote; sing in a sweetly reverent manner. "Little Jack Horner," by Koogle, is especially for the wee ones, and a source of much merriment if dramatized.

"Christmas Bells," p. 21, a study in arpeggios, then on to p. 28. Your children should be able to read this at sight with just a little help on the time. I would suggest their listening and reading inaudibly while you clap the different note values.

With each lesson they should now be able to answer all of the list of questions given on pp. 6-7 of Modern Series.

Your older pupils are building a musical foundation, and your smaller ones developing a repertoire through ear-training in melody and rhythm.

Do not attempt to force the note reading upon your first primary pupils. Let them get what they can through observation,—that you cannot help,—but confine their work to rote songs, rhythmic studies, and dramatization. For our third week we have Tennyson's poem set

to music by Gilchrist; also taught by rote.

"Dainty Little Stockings," by Koogle, and "New Year's Eve" are also taught by rote.

The holiday season gives you very little time for technique. I feel that the teaching of a few good rote songs in season at this time with their special mission is time well spent. "Holy Night," by Haydn, "The Little Lord Jesus," "Jingle, Jangle, Jingle," "Little Jack Horner," "Dainty Little Stockings," are all from a little book compiled by Effie Koogle. It is inexpensive, and a collection of Christmas songs good for school, church, or home. The balance of outline is from "The Common School Book of Vocal Music," Modern Series.

The supplies for September, October, and November have only cost \$1.70. For December it is almost necessary that you purchase "Kris Kringle Jingles," Effie Koogle, price, 25 cents, published by March Brothers, Lebanon, O., making a total of \$1.95 for the four months. The cost for the entire year's supplies for the outline will not exceed \$2.25, and you will have some excellent material for other seasons of the year. The "Kris Kringle Jingles" is a collection of about forty-five songs, all Christmas numbers.



The Fairest Gift.

If I were Santa Claus I know
What I would give to every boy
And every little maiden. Oh,
It would not be a painted toy,
It would not be a blushing doll,
Nor any sugared thing to eat,
The same gift I would give to all,
And deem the giving sweet.

If I were Santa Claus, and might
To each child give the gift I choose,
The world would glow with new delight,
And lose the darkness of its woes,
For I would give to every boy
And every maiden I could find
The grace to gain unbounded joy
Through merely being kind.

—S. E. Kiser, in Chicago Record-Herald.

MANUAL OCCUPATIONS

CHRISTMAS BOXES.

By N. M. PAIRPOINT.



OUR Christmas work is generally planned to give pleasure only to the child who makes the object. We rely upon the interest the pupil will feel in making a box that will be filled with candy, either by the generosity of the teacher or by pennies subscribed by the pupils, and then carried home. There seems to be no difference in the children's minds whether they subscribe for the candy themselves or it is given them by some one else, nor do they ever seem to have any difficulty to supply the few cents needed.

In this problem there is an opportunity to help the children take a broader view and give them at least one chance during the year to think of somebody besides themselves.

We sometimes forget that children think principally of themselves because they are given very little reason to think of anything else. Many of them would be better off if they had a little responsibility thrust upon them, so, instead of making the Christmas boxes this year for their own use, try having them made to be given to some charitable institution.

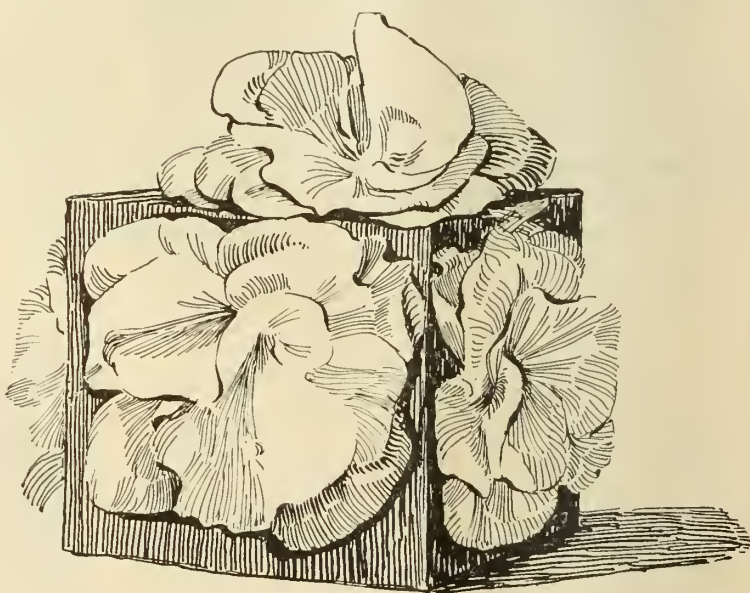
There are charities in every town, and in the large cities they are of every kind and for every purpose. If possible have a children's organization selected, but if the pupils have a preference it is best to honor it. Children's homes and orphanages, societies that furnish meals for children or help them to industrial educations may prove desirable for the purpose.

Help the children to plan the object for which they will work, also their gift and the way in which it is to be given. If Christmas exercises are to be held, arrange for the recipients of the boxes to attend if possible. If some other form of gift is best for the charity selected, make the Christmas boxes and fill them; then hold a sale, buying with the proceeds a more suitable or acceptable gift.

Very attractive boxes can be made with a cardboard foundation covered with crepe paper. A bright red paper is pretty, and some white tissue paper flowers.

For the tall upright box, cut four pieces of card, two and a half inches by four inches, and two squares, two and a half inches each, for the cover and the bottom of the box.

A strip of crepe paper will be needed, six inches wide and eleven inches long, to cover the sides. Paste the cardboards and arrange them on the red paper in a straight row with one-eighth inch between each piece. Turn over the half inch of red paper allowed at the top and paste down.



SQUARE BOX.

Then put another strip just the width of the cardboard inside. This lines the box while it is still flat, and makes the work quite simple; then fold and paste together, making the square box. Cover one side of the piece of card to be used for the bottom of the box, and paste the sides on it by the crepe paper left for that purpose. Cover the outside of the same card with a square of the red paper. Also cover the square for the top of the box in the same way.

To make the flower, have each pupil cut twelve or fifteen flower petals from white tissue paper. A pattern may be furnished them to mark around that is about two inches across in the widest part.

Roll up the stem of the first petal, and cover it with paste; then fold each of the others, and add them to the first, one by one. The petals will curl and twist, giving a loose, free appearance to the flowers. When dry, paste it securely to the centre of the card that makes the cover.

The sides of the tall box will look bare without some decoration; a few lines can be added with gold paint that will supply the need and add much to both the color and beauty of the box.

Two holes may be punched both in the cover and in the sides of the box, and the cover attached with two little pieces of narrow red ribbon.

Another little box may be made from the same problem. Make a square box about two and a half inches each way, and cover with green crepe paper in the same way as the first one. From bright red or pink tissue paper make five flowers and paste one on each side and one on the cover. Lace a piece of ribbon through the holes in the cover and sides, so it will form a cross on the outside, and tie securely on the inside of the box. This makes a strong hinge and also an ornamental one.

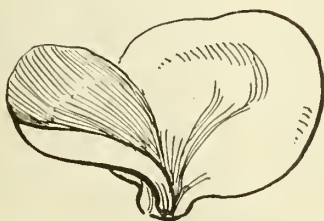


UPRIGHT BOX.

These problems are simple, and the results are attractive little gifts, which are the only points the pupils will realize while they are making them. But there is a large amount of educational value to be gained from them that the teacher must never lose sight of.

If the children are made to feel that they are the ones who are planning this, and that the success or failure rests with them, they are given a responsibility that is good for them to feel.

In carrying out the plans, they should realize that care, accuracy, neatness, and good taste are essential to success, and that success or failure is the result of their own efforts—not the fault of the teacher.



HOW TO MAKE THE FLOWER.



A Fragment.

It had lain there for months, in my desk drawer, that bit of crumpled paper. Whenever I dive down to the bottom of the heap of miscellaneous letters and manuscripts my eye catches a glimpse of the penciled scrawl, which I never pass unnoticed. The columns of words copied with boyish painstaking—(and bent fingers)—is familiar enough; repeated by the thousand in every schoolroom. 'Tis not on these that my eye lingers, crudely finished though they be, and alluring, after their own fashion. No; I turn the crumpled sheet to the other side and read for the hundredth time:—

"You no who tis from,

"Your notie boy,

"Jack."

Jack! on all days a problem,—that day altogether intolerable! His teacher, whose patience had seemed limitless and whose sympathy had

been unfailing, sternly reproved him and sent him home in disgrace. The next morning she found on her desk the folded paper with the double column of words, written with care and patient toil to please the teacher's eye. Upon the other side of the paper Jack's inscription.

Ah, Jack! it is the unwritten message that I read with wet eyes and choking throat. You and I are set to learn the same lessons, lad. "The good that I would, I do not; but the evil which I would not, that I do." Then, when the imperious impulse of the moment has passed away and we reflect in silence upon our day's doing and misdoing, how we long for the sympathy and patient tenderness of the friend who knows our naughtiness and yet trusts our better nature!

Blessed be the teacher to whom the power of such faith is granted. Through such abiding belief in the better nature of the boys shall they be kept from evil and helped to attain the good.—S. L. A., in *Journal of Education*.



ONLY one who is in love and sympathy with bird life can understand how much brightness and good cheer may be added to our lives by the presence in our yards and about our homes of our little feathered friends, especially in the winter time.

Early last fall we determined to do all we could to attract the winter birds to the yard, so, following out suggestions we had received at our bird class the spring before, we established a lunch-counter for them. They were so pleased with the service, and so well satisfied with the fare provided, that they came again and again, and showed their appreciation by remaining with us all winter. We felt more than repaid for our efforts, for throughout the winter we could see one or more birds feeding almost any minute of the day that we looked out.

We selected several trees not far from the house, two of them being very near it. One of these, an oak, had been cut off a few feet from the ground, as it was supposed to be dead. However, new branches had grown out from the sides, and it had again grown into a large tree. The place where it had been cut formed a large, flat shelf, well protected by the branches all about it. On this shelf we kept a plentiful supply of suet, chopped into little pieces. Another vine-covered stump nearby formed another natural lunch-counter about five feet from the ground, and these two the bluejays soon came to look upon as exclusively their own.

At the suggestion of a friend, we crocheted some little bags, with large meshes, and suspended them from the trunks of two other trees. These we kept filled with little pieces of suet. It was very amusing to watch the birds when we first put out the suet. They acted as if they hardly knew what to make of the bags, and climbed all around them, looking at them from above and below, and all about the sides. Finally they began to peck at them a little, and soon discovered that they were full of the most delicious food. It was not long before downy and hairy woodpeckers, chickadees, and white-breasted nuthatches were eating freely from the bags.

We also stuck little pieces of suet into the crevices of the bark, which was rough, the trees being oaks. Occasionally we would fasten a large piece of suet on the trunk of a tree as high up as we could reach. They would peck away at

it, but would usually leave it and go to the bags.

The nuthatches were the first to discover the use of the bags, and seemed to take special delight in eating from them. We have often seen them go right past a dainty little tidbit stuck in the bark of a tree, which they might have had for the taking, and go directly to the bag instead. Often the downy and hairy woodpeckers and nuthatches were all eating at the same time. It was great fun to watch them. Sometimes they ate from the opening in the top of the bag, but just as often pulled the suet out through the meshes from below or from the sides. They would work away until they had pulled a piece out, then fly off to a tree nearby to eat it, and would soon return for more. It was interesting to note the difference in their manner of eating. The chickadees and bluejays held the suet down firmly with their claws while eating, but the woodpeckers always stuck it firmly in the bark, often in the crotch of a limb, and ate it from there.

The chickadees were very fond of sunflower seeds, which we often put on the lunch counter for them. They also seemed to take great delight in picking them out from the crevices of the bark, where we sometimes hid them. They became quite tame, and sometimes would sit on the limb of a tree, merrily singing their chickadee-dee, and apparently watching us with great interest while we were putting out their food.

The bluejays were very greedy, and their capacity for suet was simply marvelous. It seemed to annoy them because they could not eat from the bags as the other birds did. They tried it again and again, although there was always a plentiful supply close at hand put out especially for them on their own lunch counter. Finally, before the winter was over, they had actually succeeded in eating from one of the bags, although they had to cling awkwardly to a protuberance on the trunk in order to reach it, and usually lost their balance several times before success crowned their efforts.

Another bag we filled with mixed seeds and grains, and also scattered some on the ground. The juncos came for them occasionally, but they also attracted the English sparrows, which had not troubled us before. As our regular bird visitants greatly preferred the suet, we did not put the seeds out regularly, and when we did, we put them at the other end of the large yard.

Once during the winter we had a terrible blizzard. The wind blew furiously from the north-

east, the snow was deep, and the trees were covered with ice and sleet. We wondered how the birds could survive, and I believe some of them would have perished had it not been for the plentiful supply of suet which they seemed so glad to get. In the coldest weather we often put out two large saucerfuls of suet in a day. We took pains to keep the lunch counters fully supplied all the time, so the birds were never disappointed when they came. We were not disappointed either, for there was never a day throughout the winter that the birds were not with us, in greater or less numbers.

There were some squirrels which for many winters had made their home in this yard. We fed them with hickory nuts and walnuts, which we cracked and threw out to them. The blue-jays were very fond of nuts, too. We would go to the door and call the squirrels, and almost invariably several bluejays would appear and perch on low branches of trees nearby. It was comical to watch them. We would throw the nuts on the ground, and it was nip and tuck between the jays and squirrels to see which would get them.

One day during the winter we saw a flock of red-poll linnets, which had flown into a tree very near the window. We also saw the goldfinch and the golden-crowned kinglet, but these last three varieties did not visit us regularly.

As spring advanced, the nuthatches and chickadees left us, and soon flickers took their places at the lunch counter. White-throated sparrows came in large numbers, with occasionally their near relative, the white-crowned sparrow, and ate the seeds which we again put out. Later the red-headed woodpeckers came, and up to the time we left town for the summer, the first day of June, the downy, hairy, and red-headed woodpeckers were still frequent visitors at the lunch counter. Many other bird friends came to us during the migration, but most of them did not seem to care for the suet, as other food was to be found in abundance.—S. Belle Clarke, in *Wisconsin Arbor and Bird Day Annual*.

December Calendar.

Merry Christmas!

Where does the winter butterfly spend this month?

Which is the shortest day of the year?

What causes the ground to crack these cold winter nights?

What are the Northern Lights?

Do you know another name for them?

What time does the sun rise this month?

Can you find the North star?

When is Forefathers' day?

Is there any difference between a cat's summer and winter coat?

Is the same thing true of any other animals?

Can you tell what animal makes the tracks you see in the snow?

What color is the hare's winter coat?

How is the change an advantage to him?

Do you know our pretty goldfinches now?

They are yellow birds no longer.

What kind of fish are caught through the ice this season?

Why do the ice dealers prefer to fill their ice houses this month rather than next?

Have you seen the snowbirds and the snow buntings?

See the little ridges in the snow out in the fields! Who made them?

Would you like to see more of our winter birds?

Try hanging a bone from some tree near your window.

How does the farmer spend his time this month?

Where does holly grow?

What other Christmas greens do you know?

Have you looked for the long sprays of the ground-pine under the snow?

HOMES OF ANIMALS.

BY RACHEL ELIZABETH GREGG,
Cape Girardeau, Mo.

We should early include the birds and squirrels as home-makers. We find as many different birds' nests as we can. The bare trees, full of abandoned nests, furnish a topic for fall study. Some of these are built of moss, string, and straw; some are plastered with mud; some are made in the grass.

The song of the Trades People describes many of these homes and furnishes a good song.

The swallow is a mason,
And underneath the eaves
He builds a nest and plasters it
With mud, and hay, and leaves.
The woodpecker is hard at work;
A carpenter is he;
And you may find him hammering
His home high up a tree.

—Songs in Season.

Sing and play the following kindergarten games: The Bird's Nest, the Pigeon House, which includes "The Carpenter" song from the "Mother Plays," and "Mr. Squirrel," in "Small Songs for Small Singers." The Pigeon House forms a part of our games and songs throughout the house-building period, as it describes the work of the carpenter, both in the words and in accompanying activities, and is always enjoyed by the children. We play Rabbit in the Hollow, one of Mari Hofer's folk games.

We study the chicken coops, and introduce the triangular prism blocks which represent them. These blocks are discussed in comparison with those already studied, and form the basis for observation and number work. We model the bird's nest and eggs in clay. Drawing furnishes another means of expressing our study of homes.

But the family lives in a house made of brick, stone, or wood. The homes of the animals are compared with the homes of the children as to size, materials used, shape, and divisions. The problem of why children's homes need so many more rooms reviews the activities of the home, for the numerous activities of the human family make it necessary to have places in which these may be enacted. After this each child draws his own home, and gets interesting results.—Bulletin.

IDA LEWIS:

AMERICA'S LIGHTHOUSE HEROINE.



OWN near the south end of the Newport (R. I.) harbor is a bunch of gray, jagged rocks, that without any beacon on them would be a great peril to ships that pass in the night. About sixty years ago a lighthouse was built on the dangerous reef, and from that time to this its warning yet friendly beams have been dancing out over the dark waves every night.

For more than fifty years Ida Lewis has been the patient, faithful keeper of this Lime Rock light.

Her father, Hosea Lewis, an old Massachusetts captain, was the first keeper. Her mother was a doctor's daughter from Block Island.

The father soon became too disabled to care for the light, and Ida when but a girl of fifteen became his willing aid. Part of her day's duty was to row her younger brothers and sisters over to the mainland to school. Constant practice made her a complete master of the oars, and prepared her for the work of rescue which has made her famous everywhere.

She was but eighteen when her father died, and she continued to keep the light until her successor should be appointed. When the lighthouse authorities discovered how competent she was, they determined upon appointing her to the post. And in their choice they made no mistake. For over fifty years she kept the Lime Rock light trimmed and burning, a safe beacon to thousands of vessels whose course lay past the rocky reef.

But it was her work as life-saver that made her famous, and gave her the name of the "Grace Darling of America."

The story of her rescues has been so often told that it is known nearly everywhere. But it will bear repeating now as a tribute to her memory.

She was but sixteen when she saved the lives of four young men, one of whom was a rock-the-boat fool, and who managed to capsize the craft, and plunge them all into the water. Chilled by the water into helplessness, by sheer strength she dragged them into her boat, and soon had them in her lighthouse home. This was in 1858.

In the winter of 1866 she saved three soldiers from Fort Adams whose frail skiff had been overturned, and who were thrown into the icy waters.

In the first month of 1867 she rescued three sheep-herders who were following a flock of sheep that had foolishly taken to the water.

A fortnight later she saved a man who was clinging to the masthead of his sailboat, which was sunk near Goat Island.

In the March of 1869 she rescued two soldiers

and a boy whose craft was overturned in the ice-cold water on a bitter night. This was accounted one of her most daring exploits.

In 1878 she made the heroic rescue of three sailors, whom she reached just in time to save them.

In the winter of 1881 two foolhardy artillerymen ventured to walk to the fort across the harbor ice and fell through. They were nearly dead from exposure when she landed them at the hospitable light.

Her last rescue was in 1906, of a woman friend who was on her way to pay her a visit at her lighthouse home, but whose skiff was swamped by the waves.

Her admirers have claimed that she was a greater heroine than Grace Darling, as the Englishwoman saved but five lives, and Ida Lewis four times that number. It may be a true comparison so far as figures go, but the best way to think of them perhaps is that they were both heroines, both worthy of a niche in the temple of fame.

The bravery of Ida Lewis met with ample recognition. Her little six-room home in the lighthouse was full of souvenirs. Here was a gold medal given her by Congress, and there a silver medal from the Massachusetts Humane Society.

Another medal was from the New York Life-Saving Association. And here was "Jim Fiske's" hand-painted flag picturing one of her most famous rescues.

Newport gave her a splendid rowboat, the outcome of a magnanimous popular subscription. It was a gala day in the quaint Rhode Island city on the day of the presentation. The boat was placed on wheels, and sitting on the boat-thwart covered with flowers Ida Lewis was drawn along the public street.

Illustrious visitors went to her humble light, among whom were General Grant, Vice-President Colfax, Admiral Dewey, General Sherman, and others. Lime Rock light became a place of pilgrimage. But her fame never spoiled the brave woman. She was modest up to the last of her life, to the October night when Death gently claimed her as his own.

On the day of her interment in the old cemetery of Newport all stores and offices were closed; the colors of all vessels in the harbor and flags on the public buildings were at half-mast; the practice guns at Fort Adams were graciously silent; the city and state officials, representatives of army and navy, were at the service of requiem at the church of which she had been a lifelong member. And no one felt that all that was done was too much to manifest the respect and honor due to the

"Grace Darling of America."

All animal life is sensitive. A child absorbs environment. It is the most susceptible thing in the world to influence, and if that force be applied rightly and constantly when the child is in its most receptive condition, the effect will be pronounced, immediate, and permanent.—*Luther Burbank.*



SIMPLE DRAWINGS.

A teacher's Conscience Catechism.—(I.)

BY THOMAS E. SANDERS.

1. Do I live a pure life in thought and deed—a life after which I should wish my own child to model?

2. Do I have a *teacher's* knowledge of the subjects I teach?

3. Do I study child nature persistently and understandingly?

4. Do I make advancement from year to year?

5. Do I pursue some line of study persistently and systematically?

6. Do I strive to keep out of teaching ruts?

7. Do I follow each new fad blindly?

8. Do I close my eyes and thoughts to all new methods or subjects or tendencies in education?

9. Do I study the principles of sound pedagogy and seek to base my teaching upon principles of mental growth?

10. Do I take pride in my professional library?

11. Do I love the work of teaching?

12. Do I plan my subjects and lessons daily, keeping a definite purpose in view?

13. Do I see the relation of each subject to the development of the child and its proper place in a rational course of study?

14. Do I follow the course of study as laid down, blindly, slavishly, or do I realize the course of study was made for the child, and not the child for the course of study?

15. Do I lead my pupils or drive them?

16. Do I regard every child as a living example of total depravity, and think my highest duty is to curb, restrain, and reform each child?

17. Do my pupils love me? If not, why not?

18. Do I hold the respect of my pupils? If not, why not?

19. Do my pupils regard me as a task master only, whose business is to pile on dry tasks and to see that they are done? If so, why?

20. Do I cause a feeling of silence and awe and a change in conversation when I come upon a group of pupils at recess or on the street? If so, why?

21. Do I set a worthy example of neatness, order, quietness, dress, voice, and movements in the schoolroom?

22. Do my pupils accuse me of being partial? If so, is there any just grounds for the accusation?

23. Do I constantly find fault with the pupils, the patrons, the board, the building, the town, and everything else? If so, would it not be wise to doctor my digestion or else quit the profession?

24. Do I flatter pupils and patrons?

25. Do I condemn pupils unmercifully or unjustly?

26. Do I interest my pupils in their school work? If not, why not?

27. Do I give credit for honest effort?

28. Do I get acquainted with parents and the home conditions of my pupils?

29. Do I give more attention to the banker's boy than to the bootblack?

30. Do I speak frankly but discreetly to parents about their children and their progress?

31. Do I read a few standard works of literature each year?

32. Do I use good English—language worthy for pupils to pattern after?

33. Do I write well?

34. Do I spell correctly?

35. Do I tire my pupils by long lectures?—
Texas School Journal.

TIMELY TOPICS.

SEVEN MILES OF WARSHIPS.



RESIDENT TAFT got back from his long trip of 15,000 miles through twenty-six states in time to be at the great gathering of the country's warships in the Hudson river, and to hear the roar of the great guns in his honor. What a sight it must have been to see seven miles of Uncle Sam's war fleet anchored in the fine old river! There were ninety-nine ships in all, and they reached all along New York's water front. But the greatest sight must have been at night, when they were all illuminated. More than 150,000 electric bulbs were used in making the beautiful night display. No wonder that the people were out by the hundred thousands to see this great sight. This review is said to have been the largest of its kind ever held in the world's history. One would think that the President must have found his ears aching after 2,079 guns had been fired as he passed along the line of vessels in the Mayflower. There must have been a few empty powder casks when it was all over.

A BEAUTIFUL OFFER.

In the terrible flood at Austin, Penn., of which we wrote in the last number, there were many little boys and girls who had lost their parents and were orphans. But every one of these children has been cared for by the kindness of good-hearted people. Offers came in from everywhere to adopt the children in private homes. Letters came from as far away as Florida and Wisconsin asking the privilege of caring for them. Some of the letters offered to care for two or even three of them. But there were enough offers from the good people of Pennsylvania to care for them, so that the little people will not have to be taken away from their native state. It will be a nice thing for them to be kept as near together as possible, for they were playmates in the streets down which the awful flood came and swept away their homes and parents.

A SINGULAR GIFT.

As the story goes—we will not vouch for its truth—President Taft has made a present of a roll-top desk to the sultan of Oman. This sultan is an Arab chief living in far-away Arabia. His tent—or perhaps his palace—is on the shore of the Persian gulf. Just why our President should send any present to this Arabian gentleman, only the President himself knows. Nobody else seems to know, though there is much guessing. And why he should have sent a roll-top desk as a present has made many people merry guessing. What could this Arab do with a roll-top desk? We never think of such a thing as part of the contents of an Arab tent or palace. Nor have we ever read of any traveler in Arabia finding such a desk in that country. To us it seems as strange a gift as a sewing machine to an Esquimau, or a typewriter to a Hottentot. But whether we can guess rightly about the gift or not does not matter. The President knows what he is doing; just trust him for that!

A LONG DOG TRIP.

Some of our boys hitch up their dog in a cart or wagon and drive round the village street as if they and their dog-team were the whole show. But a mile or two is the extent of their ride. What a ride by dog-team that must be which Mr. Dowling of Spokane, Wash., is to take this winter! It is to be a ride of 2,700 miles, from the Arctic ocean to his home in Seattle. A long part of the journey is to be on the ice of the Mackenzie river, and then over the tundras and through the forests of the snow-clad North. Mr. Dowling has been in a country where white men are almost as scarce as the mastodon, and has found many things that other men have never seen. Now he has headed for home on his dog sled, but he will not reach Seattle in time for the Christmas turkey and plum pudding. He will be nearly all winter on the road. Here's hoping he and his dogs will not be buried in the awful Arctic snowdrifts, and that he may bring all his toes and fingers home with him!

BUFFALO BILL RETIRES.

What thousands of our little folk have been to Buffalo Bill's Wild West show, and enjoyed every minute of it! Now the news comes that Colonel Cody—for that is Buffalo Bill's real name—is to retire from the show business, and settle down on his ranch in the Valley of the Big Horn in Wyoming. He has been in the show business for twenty-eight years, and he feels that he is old enough to retire. How did he get his strange name? About fifty years ago, when the Kansas Pacific railroad was being built, Mr. Cody contracted with the railway people to furnish buffalo meat for the laborers. With his own rifle he killed 4,280 buffaloes, and brought the meat to the camps. So the men came to call him "Buffalo Bill." Mr. Cody has been one of the most interesting men in our American life, and has helped millions of people to see what the early days of life in the great plains of the West are like.

POOR, DISTURBED CHINA.

China is so large a country, and has so many people, that there is some disturbance or other there nearly all the time. But it soon blows over, and all is serene again. Now, however, there is a real war on between the people of South China and those in the North. There is a "North" and a "South," just as there was in this country in our Civil War. The people in South China are the real Chinese, and they have never liked to be ruled by the Manchus, who live chiefly in North China. Now they have risen in rebellion, and say that the Manchus must go, must vacate the throne. They say that they can do without an emperor, and are talking of making China a republic. So the two parties are at war, and hundreds are being killed, for the Chinese in China are inclined to be very cruel. What it will end in

FRIDAY AFTERNOONS.

Without, the happy children play,
For Christmas is the children's day.
Like one of these the Christ-child came,
Like one of these yet without blame;
And thus the story of his birth
Is told to all the listening earth,
O'er land and sea, in every clime,
At Christmas time.

—Selected.

A Christmas Catechism.

WHO was born on Christmas Day?

Little Baby Jesus.
Blessed little Christmas child;
Pure, and sweet, and fair and mild
In his mother's arms he smiled;
Little Baby Jesus.

Where was Baby Jesus born?

In a lowly stable.
There where cows and oxen fed
Mary made his little bed.
Nowhere else to lay his head
Had the Baby Jesus.

Who told the news that he was born?

God's own holy angels,
Singing in the starry sky
Praises sweet to God on high;
'Twas a heavenly lullaby
For the Baby Jesus.

Who came to see him where he lay?

Kings and humble shepherds;
And they marveled much to see
In the hay the Baby wee,
King of earth and heaven was he,
Little Baby Jesus.

—Maud Lindsay, in *The Congregationalist*.

Looking Ahead.

OH, isn't it fine that the days are short,
Now that Christmas is drawing near?
For the early twilight will bring so soon
The end of the dusky afternoon;
And then it will be high time, you know,
To hang up our stockings, all in a row.
Oh, isn't it fine that the nights are long,
Now that Christmas is almost here?
So that Santa Claus will have lots of time
For all the chimneys he has to climb,
And to visit the houses all round about,
And not leave one little stocking out!

—Youth's Companion.

The Christmas Tree.

YOU come from a land where the snow lies deep
In forest grand, on mountain steep;
Where the days are short, and the nights are long,
And never a skylark sings his song.
Have you seen the wild deer in his mountain home,
And watched the descent of the brown pine cone?
Do you miss your mates in the land of snow,
Where none but the evergreen branches grow?

Dear tree, we will dress you in robes so bright,
That ne'er could be seen a prettier sight;
In glittering balls, and tinkling bells,
And the star which the story of Christmas tells;
On every branch we will place a light,
That will send its gleam through the starry night,
And the little children will gather there
And carol their songs in voices fair;
And we hope that you never will homesick be,
You beautiful, beautiful Christmas tree.

Kriss Kringle.

BY THOMAS BAILEY ALDRICH.

JUST as the moon was fading amid her misty rings,
And every stocking was stuffed with childhood's precious things,
Old Kriss Kringle looked around and saw on the elm-tree bough,
High-hung, an oriole's nest, silent and empty now.
"Quite like a stocking," he laughed, "pinned up there on a tree!"
Little I thought the birds expected a present from me!"
Then old Kriss Kringle, who loves a joke as well as the best,
Dropped a handful of snowflakes in the oriole's empty nest.

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Snowflakes.

OH, where did you come from, you lovely flakes of snow,
Falling, falling, softly falling on the earth below?
On the firs, on the laurels, and on the hills afar,
How I wonder if you come from where the angels are?

The earth was dark at eventide, but with the morning light,
We find that you have clothed it in a robe of dazzling white!
Oh, where do you come from, and whither do you go,
You wonderful, you beautiful, you noiseless flakes of snow?

Oh, you must sink into the ground, when your kind work is over
Of keeping warm the wheat that's sown, the barley, grass, and clover—
From chilling winds, and withering frosts, oh, you must melt away,
And deep your tears will trickle down, because you cannot stay!

But, little snowflake, let me whisper something that I know—
I'm sure that it is true, because mamma has told me so!
The golden sun will send its beams and draw you to the sky—
And you will sail so swiftly up, dear snowflake, by-and-by!

Good news on Christmas morning,
Good news, O children glad!
Rare gifts are yours to give the Lord
As ever Wise Men had.

—Mary Mapes Dodge.

Song.

[Tune: "Just Before the Battle, Mother."]

Q O to bed, my little children,
 Santa'll soon be here;
 He is coming, little children,
 Bringing Christmas cheer.

Shut your eyes, my little children,
 Shut them very tight,
 Santa's coming with his fairies,
 They'll be here to-night.

They have books and they have dollies,
 They have sweets and toys,
 They have smiles and kindest blessings
 For good girls and boys.

Jingle bell, jingle bell,
 Speeding through the air,
 North and south, east and west,
 Soon he'll be here.

—From "Song Stories and Songs for Children," American Book Company.

By a beautiful road our Christmas comes,
 A road full twelve months long,
 And every mile is as warm as a smile,
 And every hour is a song.
 Flower and flake, and cloud and sun,
 And the winds that riot and sigh,
 Have their work to do ere the dreams come true
 And Christmas glows in the sky.

—Margaret E. Sangster.

Dainty wee stockings hung all in a row,
 Blue, gray, scarlet in firelight's faint glow;
 Sleepers with curly pates, tucked in their beds,
 Dreaming of toy-shops that dance through their heads.

Funny wee stockings hung all in a row,
 Stuffed with surprises from top down to toe,
 Skates, balls and trumpets, whip, tops, and drums,
 Books, dolls, candies, with sweet sugar plums.

—Selected.

"Christmas bells are in the air,
 Holly branches everywhere,
 Soon will come the reindeer sleigh,
 Santa Claus will pass this way."

"Old Santa Claus will come to-night,
 And a Christmas greeting bring.
 Jingle, jingle, jangle, jingle.
 We'll greet him with a hearty cheer
 And Christmas anthems sing.
 Jingle, jingle, jangle, jingle.

"When on the roof the Saint doth bound
 And down the chimney flies.
 Jingle, jingle, jangle, jingle.
 He fills our stockings to the top,
 And a 'Merry Christmas' cries.
 Jingle, jingle, jangle, jingle."

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Jersey City, N. J.

BOOK TABLE.

FRYE'S HOME GEOGRAPHY AND TYPE STUDIES. By Alex E. Frye. Boston, New York, and Chicago: Ginn & Co. Price, 36 cents.

Here is a Home Geography for little people, with as much genius and mastery, as much science and art put into it by author and publisher as has ever been put into the most elaborate geographical text-book. It is as remarkable school book making, when all its merits are taken into account, as has been put forth in many a day. There is no objection to the introduction of such a geography as this into the Third Reader grade. Not a sentence is above that grade. The text is easily read by these children, will interest them in the study of geography, and the text is so abundantly, skilfully, and artistically illustrated as to aid the memory, as well as intensify interest and attention.

INDIVIDUALITY. By Edward L. Thorndike. Riverside Educational Monographs. Boston, New York, Chicago: Houghton Mifflin Company. Cloth. 60 pp. Price, 35 cents.

This is the most influential effort thus far made to loosen the clutch which traditional uniformity has long had in graded schools and is rapidly getting in rural schools. It is not as complete as the recent work of E. A. Kirkpatrick, or as illustrative through incidents and the study of influences as Thistleton Mark's book, but it is so specific, so illuminating, so intense that it clinches every nail driven home, and in half a hundred small pages says more that hits the mark directly without a needless word than any book we have read in many a day. Would that every teacher in a closely-graded system had to read this book once a month and pass an examination on it every week. Then if a teacher did not loosen up, the case would be hopeless.

THE ELEANOR SMITH MUSIC COURSE—ALTERNATE BOOK TWO. By Eleanor Smith. New York, Cincinnati, and Chicago: American Book Company. Cloth. (6x8). 160 pp. Price, 30 cents.

Eleanor Smith has never failed to impress her professional ideals upon any book that she has ever written, and her power as a leader in public school music teaching was never better demonstrated than in this remarkably captivating series. The general thought underlying the plan of this book is that children learn to sing by singing; that musical experience must be the foundation of all study; that a definite plan of leading children to observe and study familiar songs must first of all be established; and that the child should learn to read music, to sing unfamiliar songs by reason of his equipment and study of familiar songs. It is intended for use in schools where a variety of rote songs and a large amount of imitative singing in connection with sight reading is desired. While it puts great emphasis on imitation as the foundation of all musical development, it makes provision early for close observation of musical structure. The songs are carefully graded, proceeding from very simple melodies the form of which is ob-

vious, up to more difficult songs to be read at sight or to be learned by rote.

SEA-BROWNIE READERS — PART ONE AND PART TWO. The Davis-Julien Readers. By John W. Davis, district superintendent, New York city, and Fanny Julien, first year teacher. Illustrated by Faith Avery. For second-year classes. Boston, New York, and Chicago: D. C. Heath & Co. Part I., 225 pp., price, 40 cents; Part II., 275 pp., price, 40 cents.

Here is something entirely new, strange as it may seem, in school readers—new in inception, new in character of material to be read and in illustration. It is in every way as fascinating as it is new. It is the Brownie idea, but they are entirely new Brownies, Brownie Ben and Fairie Bell, and with these, their friends, acquaintances, and experiences, the large amount of reading matter has to do. There is much information adapted to little people so given them in language and illustration as to be most attractive while imparting information. The color and design of the cover lend a charm even before the books are opened.

THE METCALF-CALL READERS. By Robert C. Metcalf, Litt. D., and Arthur Deerin Call. A Primer by Bertha Browning Cobb; price, 30 cents. A First Reader by Bertha Browning Cobb; price, 30 cents. A Second Reader by Miss Cobb; price, 35 cents. A Third Reader by Kate Louise Brown; price, 45 cents. Boston, New York, and Chicago: Thompson, Brown & Co. (Johnson, Blagden & McTurnan).

Although each book has a special author, Messrs. Metcalf and Call have had their hand on the work in its every part. The new publishers—for Messrs. Johnson, Blagden & McTurnan have made a new firm out of the well-known house of Thompson, Brown & Co.—are evidently entering upon educational life at its best. Miss Cobb shows herself to be an expert in the making of school readers for little people, and Kate Louise Brown has made one of the most valuable Third Readers upon the market. Although the material is classic, she has used it in a way that imparts a rare personal flavor even to selections from masterpieces.

A DICKENS READER. Arranged by Ella M. Powers. Riverside Literature Series. Boston, New York, Chicago: Houghton Mifflin Company. Cloth. Illustrated. 158 pp. Price, 40 cents.

This is Dickens's year. The one-hundredth anniversary of his birth will be on February 7. This book of selections or its equivalent should be read by every class above the fourth before that time. There are gems taken from "Nicholas Nickleby," "The Pickwick Papers," "The Old Curiosity Shop," "A Christmas Carol," "American Notes," "David Copperfield," "Oliver Twist," "Bleak House," "Dombey and Son," "Martin Chuzzlewit," "Sketches by Boz," and "Barnaby Rudge."

THE PRIMER. Reading-Literature Series. Edited and graded by Harriette Taylor Treadwell and Margaret Free, both of Chicago. Illustrations by Frederick Richardson.

FIRST READER. By same editors and illustrators.

Chicago: Row, Peterson & Co.

We have seen no more beautifully illustrated Primer and First Reader than these two. In the Primer 100 pages have illustrations in color. Every picture is full of action, sparkling with interest. We doubt if in any other book can be found a hundred pictures about which little children would say as much as about these illustrations. The stories are made up out of "The Little Red Hen," "The Gingerbread Man," "The Old Woman and the Pig," "The Boy and the Goat," "The Pancake," "Chicken Little," "Three Billy Goats Gruff," "Little Tuppens," and "Little Spider's First Web." With these illustrations the stories are wholly new.

The First Reader has fifty-seven charming colored illustrations as full of action and as suggestive as those in the Primer. The stories in both Primer and First Reader are all literature, and are graded to the children's capacity and interest.

THE AMERICAN SCHOOL READERS—SECOND READER. By Kate F. Oswell and C. B. Gilbert. New York: The Macmillan Company. Cloth. Illustrated. 184 pp. Price, 35 cents, net.

This is an effective projection of principles of the Primer and First Reader. It is purely literary, every selection representing standard children's literature. Every sentence in this book and in the last half of the First Reader is literature, is children's literature, and is so used as to give a relish for good reading. The stories average four pages each, so that the child reads something quite worth while. Use is made of English, Scandinavian, Arabian, Spanish, Norse, African, and southern folk tales. We do not recall ever having seen such a variety of folk tales in a Reader for such little people. The illustrations are all in black and white, mostly full-page pictures, and so original in design as to be quite as charming as color work.

THE INDIVIDUAL IN THE MAKING. A Subjective View of Child Development. With suggestions for parents and teachers. By E. A. Kirkpatrick. Boston, New York, Chicago: Houghton Mifflin Company. Cloth. 339 pp. Price, \$1.25.

Mr. Kirkpatrick has mastered more writings on education, empirical and psychological, than any man of whose work we know, and he makes his own whatever he reads, so that his mind is a clearing house of present-day professional writers, and whoever reads after Mr. Kirkpatrick comes in touch with the best in the thinking of the greatest array of authorities, to each of whom he gives full credit. This clearing house frame of mind, together with the picturing of large thoughts and conclusions in brief paragraphs, produces a most attractive and highly useful professional work. The study is classi-

fied under Personality, Interest, Stages of Development, Pre-Social Period, Imitating and Socializing Stage, Individualization, Competitive Socialization and Regulation, Perbutal or Early Adolescent Period, Later Adolescence, and Function of Education. In the "Bibliography" he records 500 citations of authorities from books, pamphlets, and periodicals, and groups them around each general subject of which he writes. We regret the lack of space to dwell upon some of his points of view, but the book is sure to be read by all who are specifically, scholastically, and professionally interested in child study.

BIRD STORIES FROM JOHN BURROUGHS. Sketches of Bird Life Taken from His Works, with Beautiful Illustrations. Boston, New York, and Chicago: Houghton Mifflin Company. Cloth. 175 pp. Price, 60 cents.

We know not where can be found so much about birds: that is so reliable as to fact, so interesting in description, so inspiring to an appreciation of nature, so classic in style, so exquisite in illustration, so adapted to school use, and withal so low in price.

Timely Topics.

[Continued from page 152.]

no one can say; but as lovers of peace we hope the cruel war will soon be over.

AN EGG-LAYING RACE.

Have you entered any of your "biddies" in the egg-contest, which is to be held in Connecticut? Twenty-three states, besides England and Canada, are sending along their hens for the contest. The test is to be which breed of hens will lay the most eggs in a year, and the largest and best eggs. The hens will be put into separate pens, the Leghorns in one, the Rhode Island Reds into another, and so on, and careful accounts will be kept for each pen. This is not a plan to show off pretty fowls as at a poultry show, but to see which are the best egg-layers. Wonder which state or country will win! We must wait a year to see!

ABOUT LETTERS TO SANTA CLAUS.

Hundreds of children—yes, thousands—have the way of dropping into the mail-box letters to Santa Claus. The postal people have been good enough to hand these letters to some generous folk, who have answered them. But the postal people say it has become a nuisance. And so many abuses have crept into the thing that it is announced that beginning with this Christmas season all letters addressed to "Santa Claus" will be sent to the dead-letter office, or returned to the people who sent them. So the children need not waste paper and ink on "Old Santie" any more, so far as the mails are concerned, but trust the dear old chap to visit them some other way than by the post-office.

QUESTIONS.

1. How long was the President's trip? 2. In how many states? 3. What did he review? 4. In what river were the ships? 5. How many of them? 6. How many miles of

them? 7. How many electric bulbs were used by them? 8. Did you see the great sight?

1. What is an orphan? 2. Where are some of them? 3. Where is Austin? 4. What offer came for them? 5. Where from? 6. Where are they likely to remain?

1. What present did the President make? 2. To whom? 3. Where is Oman? 4. Did it seem a strange gift? 5. Why?

1. Who is making a long dog trip? 2. Where from? 3. Where to? 4. How many miles is it? 5. How long will it take? 6. Is yours a good dog in harness?

1. Who is "Buffalo Bill"? 2. Where does he live? 3. How did he get his strange name? 4. How many buffaloes did he kill? 5. Did you ever see his "Wild West show"? 6. Was it good? 7. What pleased you most?

1. What is going on now in China? 2. What is the trouble about? 3. Who live in South China? 4. Who in North China? 5. Do you know what a republic is? 6. What is our country?

1. Where is an egg-laying contest being held? 2. What is it for? 3. What countries are competing? 4. How long will it last? 5. Guess which kind of hens will win.

1. Did you ever write Santa Claus? 2. Did you get a reply? 3. What are the postal people going to do with such letters this year? 4. What do you think about it?

Annette Fairchild.

New York is the Greatest Toy Market.

New York is by far and away the world's largest toy market. The annual volume of trade at wholesale prices is \$75,000,000, and of this a large part is shipped out of the country, mainly to the great fairs of Europe and Asia.

In mechanical toys and in toys made of iron, tin, lead, and brass, New York has ranked first as the world's largest market for twenty years. More recently the local toy interest has branched out in building wooden toy-making factories in the lumbering regions, where much of the refuse from sawmills makes fine stock for toymakers, and can be obtained at such low prices that European makers of wooden toys cannot compete against the larger producers of American wooden toys who push trade throughout Europe and Asia.

There are 9,583 live patents issued by foreign nations to New York makers of mechanical and other toys. This assures a good market for those toys in countries which possess 250,000,000 children.

Exports of toys from that city begin to be large in July, and the trade holds out until late in October, when all large consignments for the great marts of Europe must be forwarded to meet requirements for Christmas and New Year trade. There are now residing in New York city about 125 Indians who do fine work in basketry and beadwork and in toys to the order of local toy trade factories.

Rag dolls, all made by women and girls in that city, are sold in all countries. A Brooklyn woman who a few years ago began making rag

dolls for one retail toy shop now employs 300 girls in her factory, and farms out work to 500 women in and around New York. A Harlem woman who originated negro dolls handsomely dressed for sale to well-to-do colored families has built up a national business, and has found a good market through local toy exporters to North Africa, where many kinds of American toys are distributed by caravans over enormous trading zones.

A factor in making American toys popular in Europe in recent years is the large number of gifts of toys sent from here by fathers, brothers, or sisters of the little Germans, Russians, Poles, Austrians, or Italians. There are many imitations of domestic toys in Europe, but the majority of buyers prefer the genuine American-made toys, which, while they cost a little more than the imitation products, are far better in quality and last longer. New York city has become the world's great toy market, mainly because it is also a great manufacturing centre for many kinds of wares that have remnants and odds and ends which furnish the material that enters into millions of toys.—New York Sun.

Attractive Christmas Packages.

No one can say that we are not supplied with an unlimited variety of aids to attractive packing. The holly and poinsettia tags and cards, that appear with new designs around the ever-familiar messages, "Merry Christmas" and "Do not open until Christmas," each year, are a delight to an aesthetic soul, and give the simplest, homeliest gifts a gay air. Little individual jars of home-made jam, although always full of delicious promise, especially to the forlorn occupant of the "third floor back," assume quite a jolly air when marked with holly labels and packed in equally gay boxes. A box of home-made candy may easily become a close rival to the most elaborate efforts of the French confectioner, when packed with oiled paper in a fresh white box tied with broad satin ribbons, and decked with gay labels. Even a box of grandmother's cookies daintily packed is a joy.—Harper's Bazar.

A Child's Gift to Mother.

A gift that will delight mother more than almost any other is the doll. This is really more useful than it is attractive, for when she undresses it, each article may be used to special advantage in the kitchen. The body of the doll is a wire soap-shaker. A round cake of soap, which just fits the case, is placed inside, and the outer surface is covered smoothly on one side with white muslin. Eyes, nose, and mouth are drawn with ink to represent the face. The dress is made of one yard of cross-bar glass toweling hemmed and finished for a towel, then folded just a little longer than the soap-shaker, and basted to form the skirt. A Turkish wash-cloth is folded diagonally, placed around the head, and caught under the chin. A red ribbon tied around the neck and knotted in a large bow in front converts the wash-cloth into both a hood and shawl. Each article is easily removed, and all are ready for immediate use.—Harper's Bazar.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received not later than the fifteenth of the month.

MEETINGS TO BE HELD.

December 1 and 2: National Association for the Study and Education of Exceptional Children, second annual conference on the problem of "Exceptional Children," New York. W. H. Groszman, Plainfield, N. J.

December 20: Southern California Teachers' Association, Los Angeles.

December 26-29: California Teachers' Association (Bay section), Stockton; president, Agnes E. Howe, San Jose.

December 26-29: Pennsylvania State Educational Association, Philadelphia; president, F. W. Robbins, Lebanon; secretary, T. P. McCaskey, Lancaster.

December 27, 28, 29: Indiana State Association, Indianapolis.

December 27, 28, 29: Illinois State Association, Springfield; president, H. W. Shryock, Carbondale; chairman of the executive committee, John E. Miller, East St. Louis.

December 27, 28, 29: Montana State Teachers' Association, Great Falls; president, R. J. Cunningham, Bozeman.

December 28, 29, 30: Wyoming State Teachers' Association, Laramie; president, O. I. Blakesley, Rock Springs.

February 27, 28, 29: Department of Superintendence of the National Education Association, St. Louis, Mo.

March 13, 14, 15: Central California Teachers' Association, Fresno.

March 22, 23: North Central Association of Colleges and Secondary Schools, Chicago; secretary, Thomas Arkle Clark.

April 4, 5, 6, 1912: Alabama Educational Association, Birmingham; president, D. R. Murphy.

April 19, 20: Central Missouri Association, Warrensburg, Mo.; secretary, T. R. Luckett, Sedalia.

NEW ENGLAND STATES.

MAINE.

SKOWHEGAN. A practical agricultural course has been introduced in the high school. By a recent law the state assumes two-thirds of the cost of tuition for a course in agriculture. It is hoped that many other districts will follow the lead of Skowhegan.

WATERVILLE. A new boys' dormitory has been erected here at Colby College at a cost of \$25,000.

VERMONT.

SHOREHAM. Superintendent W. C. Hayes of the Bridport, Orwell, and Shoreham district has resigned

his position, and has been succeeded by Eugene H. Eddy, principal of the high school at Essex Junction.

ESSEX JUNCTION. Fred Drew of Poultney has been elected principal of the Essex Junction high school to succeed Eugene H. Eddy.

MASSACHUSETTS.

BOSTON. The unusually large attendance at the eighty-ninth meeting of the New England Association of School Superintendents held in the Latin school hall was probably due to the attractiveness of the program prepared by the president of the association, Bernard T. Sheridan of Lawrence, Mass. In the morning session there was somewhat over 250 New England superintendents gathered to listen to a forceful talk on school reports by William H. Allen, director of the bureau of municipal research, New York city. Superintendent Brooks of Boston followed with a talk on his impressions of the features in European education which we might or might not import to our advantage. Dr. Martin closed the session with a delightful paper illustrating the great progress education has made along physical, social, and intellectual lines. He showed how all this has tended to make education attractive as a career for good and able men. About 150 stayed for the lunch in the gymnasium, but the whole body returned in the afternoon to welcome a new worker among our New England superintendents—James H. Van Sickle. Superintendent Van Sickle showed methods of allowing freedom for the teaching of abnormal children and leaving considerable leeway to the teacher in handling these pupils. The following officers were elected for the year 1910-1911: President, Arthur Deerin Call, Hartford, Conn.; vice-president, Payson Smith; secretary-treasurer, Henry C. Morrison, Concord, N. H.

In the archdiocese of Boston the Catholic population is approximately 900,000. The parochial school pupils number 54,716, located in 122 schools and academies and instructed by 1,114 teachers.

CONCORD. The Middlesex school celebrated its tenth anniversary on November 20. This school has been watched with great interest in its first ten years of phenomenal growth and success. It was favored with a most notable group of sponsors at its founding, Dr. Eliot, Henry L. Higginson, Charles J. Payne, L. B. R. Briggs, Robert Winsor, and W. Cameron Forbes being the trustees. This new child of the family of New England preparatory schools is an undenominational boarding school. The school now has 112 students drawn from nineteen states, eleven resident masters, and three special teachers. Frederick Winsor has been the principal since it was started. Its equipment of buildings includes three dormitories, an infirmary, a dining-hall, and a new building which is soon to be dedicated. All who are acquainted with the school wish it success in the work which it has so capably started.

GREENFIELD. Associate Superintendent Andrew W. Edson of New York city addressed the teachers of Franklin county at their an-

nual meeting on October 13 on "Special Instruction for Exceptional Children" and on "Teaching Pupils to Study."

LOWELL. William H. Dooley, formerly principal of the Lawrence Trade school, has started the new Lowell Industrial school on the most advanced of principles, and will have a valuable institution in running condition by the end of the year.

NEW BEDFORD. The Bristol County Teachers' Association has rendered and will continue to render a service to itself and to all the teachers in the county. It is to be hoped that their work will gain the widespread attention that it merits. A committee of five was appointed to report on ways and means for obtaining a proper recognition of their profession. It has been their plan to study conditions and inform the public accurately as to the present situation of teachers, and in this way create the necessary popular interest and public opinion to make their movement gain recognition. This year a fifteen-page pamphlet was issued, and it should be sent for by all who appreciate the help it would give in studying conditions and plans for betterment of the teaching population.

SALEM. The students in the commercial department of the normal school heard a most enlightening lecture recently by Walter A. Hawkins, superintendent of Jordan Marsh Company. His subject was the same as the subject of the lecture he delivered before the N. E. A. in 1910, "Bread and Butter Education."

On November 8 Arthur D. Dean, superintendent of the industrial schools in New York state, lectured at the Normal school on "Industrial Education."

WARE. The voters of Ware will be given an opportunity next spring to accept or reject an act of the last legislature which gives the school board the privilege to develop the schoolhouses into social and neighborhood centres. The town has very good school property, and the sentiment of the citizens seems to be decidedly in favor of having this property put to a wider use. It will be a better paying investment according to all business and social principles.

WEST SOMERVILLE. W. Scott, secretary of the New England Education League, which he brought into being, has removed to Baltimore, which leaves a large vacancy in the forces at work for unifying educational activities in New England.

RHODE ISLAND.

PROVIDENCE. The resolutions of the Rhode Island Institute of Instruction this year showed that this body of educators is in the vanguard of educational progress in their aims and that Rhode Island will indeed, as they show their desire, create "an ideal system of education, which may easily set the standard for all states in the Union." Among the progressive resolutions are the following: Favoring the use of the schoolhouse as a neighborhood centre; favoring more freedom for teachers to utilize the moral content in all subjects; endorsing the state commissioner's report on industrial education and rec-

ommending an industrial museum; favoring change of state normal school into a teachers' college with professional teachers; extension of provisions for medical inspection; favoring more flexible high school courses; hoping for a time when a reasonable standard of superintendents and high school teachers should require four-years' college work and one-year's professional work afterwards, or equivalent; demanding recognition of inadequacy of teachers' salaries; and thanking the state for pension law.

Principal Alger of the State Normal school and State Superintendent Ranger have arranged for a course of lectures to be given at the State Normal school on alternate Saturday mornings. These addresses are introductory to class work by the teachers of the normal school in the nature of State Institutes for teachers of Providence and vicinity. Associate Superintendent Andrew W. Edson of New York city speaks on January 6 on "The Practical Application of Child Study in the Elementary and High School Grades." Miss Jane Brownlee was the speaker for November 18, and Dr. John Walsh of Fordham University is the speaker for December 16.

MIDDLE ATLANTIC STATES.

PENNSYLVANIA.

PHILADELPHIA. Emma C. Woerishoffer of New York city, who died on September 11, made a bequest of \$750,000 to Bryn Mawr College.

NEW YORK.

NEW YORK CITY. Gifts to education amounting to twenty-five millions of dollars from Andrew Carnegie were announced recently.

The vast auditorium of Carnegie hall was packed to the limit in celebrating the triumph of the advocates of equal pay. Mayor Gaynor, Grace Strachan, and other leaders in the movement made addresses and were cheered to the echo.

The school budget for the year is \$20,379,000, and \$3,750,000 equalizing the pay of women teachers.

ALBANY. The officers of the New York State Teachers' Association and educational leaders generally are thoroughly in favor of the radical change which has been made in the time for holding the annual meeting. The sixty-sixth annual meeting coming this year is to be held on November 27, 28, and 29. Two days will be taken directly out of time when schools are normally in session, and it is expected that the meeting will prove one of stimulus and service to those who attend, as all should, for serious and earnest work. Among the nine exhibits none will prove more interesting than that of the industrial and vocational plant and work at the State Normal College.

ITHACA. Professor Bristol of Cornell has been appointed by State Commissioner Draper a member of the board of retirement for teachers.

NEW JERSEY.

TRENTON. The Trenton School of Industrial Arts opened this fall in a new and fully equipped building. A new department of dressmaking, millinery, and home-making has been added to the course.

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BE A PRIMARY EXPERT

The most advanced step in your professional career will be taken on the day when you decide that you are going to do your work better than like work is done by the great majority of teachers. Not many primary teachers are highly efficient; few are eagerly sought for the best positions; but the one with a reputation above the average can have almost any school of her choice without a contest. We have abundant proof of this. Do you not wish to advance to the ranks of the expert?

OUR COURSE IN

PRIMARY METHODS

was prepared by a dozen nationally recognized authorities in methods pertaining to the first three grades of school. No other means outside of your State Normal School can provide such instruction, and in this course we approximate strong Normal School work. It is the best product of Normal School men and women, embodying such lessons as are a part of their classroom work day by day. You can study while you teach, and apply constantly the new methods you learn. In the Normal School you would have work in practice classes; with our course your practice classes are always before you in your own schoolroom.

We offer Normal courses for very strong reviews; Primary Methods and Intermediate and Grammar Methods; Academic courses thorough and complete. Ask us today for particulars.

DRAW LINES THROUGH SUBJECTS IN WHICH YOU ARE INTERESTED. WRITE YOUR NAME AND ADDRESS BELOW AND MAIL TO THE SCHOOL.	
NORMAL DEPARTMENT	ACADEMIC DEPT.
Strong Reviews. One or More Branches in a Course	Each Subject is a Course
Arithmetic Elementary Algebra Higher Algebra Bookkeeping Plane Geometry Grammar Reading Composition and Rhetoric Literature General History Music Drawing Physiology Geography Physical Geography Elementary Agriculture Botany	Physics U. S. History Civil Government Economics Pedagogy History of Education Psychology SPECIAL COURSES Pharmacy Primary Methods COMMERCIAL DEPT. Business Shorthand Typewriting
Name _____ Address _____ American Primary Teacher, Dec.	

INTERSTATE SCHOOL OF CORRESPONDENCE

623-635 SOUTH WABASH AVENUE, CHICAGO

CENTRAL STATES.

NEBRASKA.

FREMONT. Dan V. Stevens, educational publisher, ex-county superintendent, and an all-round school man, was elected to Congress on November 7 by a handsome majority.

KANSAS.

MANHATTAN. The Kansas State Agricultural College is giving enlarged correspondence courses to help the million of persons of school age in Kansas who are not in school. The correspondence courses outlined in the agricultural college are, really, a preliminary treatment for persons in towns where beautiful, useful, and profitable farm life has never been known.

NORTH DAKOTA.

The badge of the State Association

CARNEGIE COLLEGE-HOME STUDY FREE TUITION.

Carnegie College gives Free Tuition by mail to one representative in each country and city Normal, Teacher's Professional, Grammar School, High School, College Preparatory, Civil Service, Book-keeping, Shorthand, Typewriting, Greek, Latin, German, Spanish, Italian, Drawing, and Agricultural Course, are thoroughly taught by correspondence. Applicants for Free Tuition should apply at once to Dept. C, Carnegie College, Rogers, Ohio.

KINDERGARTEN MATERIAL WE SEND FREE

Our Little work entitled "HOW TO USE KINDERGARTEN MATERIAL IN PRIMARY SCHOOLS," while they LAST. Send TO-DAY if interested. We put up KINDERGARTEN MATERIAL especially for RURAL and PRIMARY SCHOOLS. Catalogue free. Address American Kindergarten Supply House, MANISTEE, MICH.

had a picture of a consolidated rural school.

WEBSTER. A consolidated school in this township is the pride of the county. Before consolidation there had never been a pupil as high as the seventh grade. Last June there were five graduates of a high school and one of these is in the State University and four in the Agricultural College.

SOUTH DAKOTA.

VERMILION. The State University is planning to celebrate Charter Day for the first time on February 7, and regularly thereafter. Although the university was "located" here in 1862 there were neither buildings nor students until 1882, when a few public-spirited citizens advanced a little money and made a beginning, and on February 7, 1883, the territorial legislature chartered the university, but little real progress on a university basis was in evidence until within the last five years.

MICHIGAN.

IRONWOOD. Superintendent John V. Brennan issues all school notices in five languages. He has opened a night school for servant girls in domestic science building, two lessons a week in cooking, serving, preparation of menus, general care of the household, sanitation, household economics, etc. The course is eminently practical, fitted to local conditions.

MISSOURI.

ST. LOUIS. The three large high schools are full, and the board of education has decided to build another on the south side. The preliminary estimate of W. B. Ittner, architect of the board, places the cost of the proposed new building at three-quarters of a million dollars.

The night schools have opened with a marked increase of attendance over that of last year. Paul Miller, formerly principal of the night school at the Central high school, has been appointed supervisor of night schools. The policy of the board of education is to offer in the night school any branch of study offered in the grade or high day schools for which there is a sufficient number of applicants to justify the organization of a class.

IOWA.

DUBUQUE. At a school election in which a larger number participated than ever before, the proposition to build a new building at a cost of \$115,000 carried by more than a thousand majority.

ILLINOIS.

November 3 and 11 were Corn Days in this state this year. On the first of these dates there were Corn Day exercises in the schools, and on the other there was a Corn Day at the office of the county superintendents.

MACOMB. On October 27 a notable memorial service was held at the State Normal school in remembrance of Alfred Bayliss, the president of the school, who died as the result of an accident just before the school opened this autumn. Addresses were made by President L. C. Lord of the Charleston, Ill., Normal school, by Assistant Superin-

AMERICAN & FOREIGN Teachers' Agency

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tendent O. T. Bright, Chicago, Superintendent W. L. Steele of Galesburg, and others. Mr. Bayliss was state superintendent prior to the election of F. G. Blair.

INDIANA.

CRAWFORDSVILLE. The Sunshine Society, an organization that includes all the girls in the high school here, is a wonderful power for good in the school and in the community. In its many years of activity it has looked after all its members, dispensed charity to all the needy in Crawfordsville, and has always been ready to do any work that offered itself. Miss Anna Willson, the high school principal, is the spirit that leads. The subjects on its advance program of the fifteen meetings to be held during the year are sufficient evidence enough of its high ideals. It is the sort of club that would delight the souls of some teachers and citizens who are lamenting the degenerating tastes of high school pupils in many cities.

MINNESOTA.

MINNEAPOLIS. There is a plan to have in this city the famous Child Welfare exhibition that was in New York and Chicago last year.

WISCONSIN.

Two hundred and fifty Wisconsin high schools are awarded \$316.37 each of state aid, and \$48,000 is divided among the town and union schools, according to the apportionment made by the state department of public instruction. The state pays one-half of the cost of the maintenance of these schools.

LA CROSSE. Principal W. P. Colburn of the Voroqua high school was elected president of the Western Wisconsin Teachers' Association at their eighth annual meeting held here last month. Three hundred and fifty members of the association were in attendance. On the program of the general session were Dr. Nathaniel Butler, Dr. D. W. Dennis of Earlham College, Richmond, Indiana. These sessions were more stimulating than ever, but the real work was enjoyed at the sectional meetings and Round Table discussions. This association is in a flourishing condition and looks forward to a more enthusiastic year than any in the past. The following officers were elected to other posi-

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tions on the ticket: Vice-president, M. M. Haney; secretary-treasurer, A. L. Halvorson.

SOUTHERN STATES.

ALABAMA.

TUSCALOOSA. Dr. George H. Denny will probably enter upon his duties as the new president of the University of Alabama in December. It is hoped that there will be inauguration ceremonies as impressive as those recently held at universities in other parts of the country.

SOUTHWESTERN STATES.

COLORADO.

DENVER. Last month the board of education passed rules and regulations regarding fraternities and secret societies in the schools which are designed to prevent students continuing their allegiance to these organizations. That the law is to be laid down firmly, the following resolution testifies:—

"Be it resolved by the board of education, city and county of Denver, of District No. 1,

"That no high school pupil suspended for violation of the orders concerning fraternities and secret societies shall be allowed to return to school at the end of suspension period until he or she has signed the following pledge, and the same has been countersigned by parent or guardian:—

"I, ———, hereby state that I am not now a member of any private or secret high school society, and I further promise never to be a member or in any way promote the interest of such society until my connection with the school is permanently severed. Furthermore, that I sign this knowing that should I violate the same I am thereby to be permanently expelled."

In addition to this rule the board of education decided that it would supervise all sewing societies, fiction clubs, debating and literary societies. The constitutions, by-laws, and lists of memberships of these organizations must be submitted to the board.

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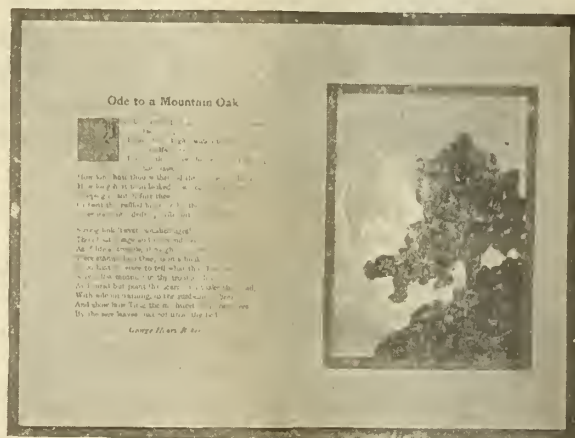
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Mark Twain's First Schooldays.

In Harper's for November Albert Bigelow Paine, whom Mark Twain chose to be his authorized biographer, contributes a most interesting article on the boyhood of the great humorist and his first school-days.

"A certain Miss E. Horr was selected to receive payment for taking charge of little Sam during certain hours each day, directing him mentally and morally in the meantime. Her school was then in a log house on Main street (later it was removed to Third street), and was of the primitive, old-fashioned kind, with pupils of all ages, ranging in advancement from the Primer to the Third Reader—from the tables to long division, with a little geography and grammar, and a good deal of spelling. Long division and the Third Reader completed the curriculum in that school. Pupils who decided to take a post-graduate course went to a Mr. Cross, who taught in a frame house on the hill facing what is now the public square.

"Miss Horr received twenty-five cents a week for each pupil, and opened her school with prayer, after which came a chapter of the Bible, with explanations, and the Rules of Conduct. Then the A B C class was called, because their recital was a hand-to-hand struggle, requiring no preparation.

"The Rules of Conduct that first day interested little Sam. He calculated how much he would need to trim-in to sail close to the danger-line and still avoid disaster. However, he made a mis-calculation dur-

ing the forenoon, and received warning; a second offence would mean punishment. He did not mean to be caught the second time, but he had not learned Miss Horr yet, and was presently startled by being commanded to go out and bring a stick for his own correction.

"This was certainly disturbing. It was sudden, and then he did not know much about the selection of sticks. Jane Clemens had usually used her hand. It required a second command to get him headed in the right direction, and he was a trifle dazed when he got outside. He had the forests of Missouri to select from, but choice was difficult. Everything looked too big and competent. Even the smallest switch had a wiry, discouraging look. Across the way was a cooper-shop with a good many shavings outside. One had blown across and lay just in front of him. It was an inspiration. He picked it up, and, solemnly entering the schoolroom, meekly handed it to Miss Horr.

"Perhaps Miss Horr's sense of humor prompted forgiveness, but discipline must be maintained.

"Samuel Langhorne Clemens,' she said (he had never heard it all strung together in that ominous way), 'I am ashamed of you! Jimmy Dunlap, go and bring in a switch for Sammy.' And Jimmy Dunlap went, and the switch was of a sort to give the little boy an immediate and permanent distaste for school. He informed his mother when he went home at noon that he did not care for school; that he had no desire to be a great man; that he preferred to be a pirate or an Indian and scalp or drown such

people as Miss Horr. Down in her heart his mother was sorry for him, but what she said was that she was glad there was somebody at last who could take him in hand."

The Women's Convoy Corps.

The mothers and sisters of the Boy Scouts of England, not to be outdone in the matter of home defence, have organized themselves into service companies under strict military orders. It is no idle movement for show or spectacular effect, but the outcome of a serious purpose. In case of war, a well-trained body of women could take the field with twenty-four hours' notice, fully uniformed and equipped for hospital work and campaign hardships.

Under the general name of the Women's Sick and Wounded Convoy Corps, the organization has been in existence for a little over a year, and is steadily growing. Riding, camp and hospital cooking, bicycling, home nursing, laundry work, signaling, and stretcher drill are included in the training. Riding drills are held monthly after the "raw recruits" are first broken into service. In the stretcher drill a real man is employed to give practice in lifting a body on and off a stretcher, as well as in binding up wounds. Particular attention is paid to dietary kitchen methods, and the preparation of simple dishes that will tempt the jaded appetite of sick and wounded is the subject of practical consideration. The training in every department is as thorough as it is modern. —Harper's Bazar.

Louisa M. Alcott's Home.

Just across the hall the other wing opens into the big parlor, very dignified with its stiff-backed chairs and slippery horsehair sofa, always solemn and somewhat impressive, but home to the four rollicking girls when they gathered for the evening song.

It was from this room that Meg—Anna—as the wife of John Brooks, stepped in bridal array to stand beside the June rose-bush for the little wedding on the lawn, “looking very like a rose herself, for all that was best and sweetest bloomed in her face that day, making it fair and tender with a charm more beautiful than beauty.”

At one side of the dining-room, directly behind the parlor, is the little kitchen where old Hannah bustled about, grumbling so much no one else had a chance. Below, the musty little cellar yawns cavernously as the awful “City of Destruction,” with the wood-room as the “Slough of Despond” through which the “Little Women” had to pass in their indoor play of “Pilgrim’s Progress,” when, with piece-bags upon their backs, they made the groaning climb—a short stairway—to the “Celestial City” of Marmee’s room.

Above, the four rooms of the girls have been faithfully re-furnished, and still hold a subtle air of their old inhabitants. Amy’s retains its frescoes. About the window border runs a whole Olympus of Greek gods, and at one side is a pencil copy of Guido Reni’s “Aurora” beside a galaxy of neighborhood sketches.

Meg’s room must always have been inviting, with its pretty ornaments, well chosen and helpful. Beth’s was a bird-cage full of bright chirps like her own canary’s. Jo’s—Louisa’s—is at the front of the house, shaded by the elms, and gives a pleasant outlook on the street. Here many of her stories were written, among them “Little Women” itself. Very prettily May’s brush has arched a cluster of nasturtiums about the window, and the old brown owl that stares so wisely below the mantel-shelf was painted by her.—Harper’s Bazar.

A Squirrel at Its Bath.

I saw a squirrel take a bath the other day. It was raining, and this seemed to be an assistance to him. I was at a loss at first to understand what he could be up to. He was in the crotch of a tree, to which is attached the shelf that holds a drinking dish that the squirrels and the birds use in common.

Chippy would first lie on his back and pull himself along; then he would roll to one side and do the same, and then to the other. Suddenly he sprang to his haunches, drew his paws along his wet sides, and then rubbed them over and over each other, as you may have a chance to see a farmer do when he has been washing himself at the kitchen sink.

His last performance was the most amusing of all. After he had got his body and his hands cleaned to satisfaction, he began on his face. This process also reminded me of the farmer when he rubs the water over his face with his hands. The comical

part was to see the squirrel use both hands at once, just as the man at the sink does, except that the squirrel rubbed from his ears to his nose after the fashion of a cat.

The impression that this gray squirrel was taking a bath dawned upon me when I realized that his fur must be wet through from the rain, which was steadily falling. After every part of his body had been thoroughly gone over, Chippy scurried to the top of the tree and stretched himself full length upon a limb, waiting for the sun to come out and dry him.—The Visitor.

Making a Pet of a Wild Swan.

A male “Russian swan” (the largest and handsomest species of the wild goose tribe) flew in wild three winters ago, says Captain Peacocke of Los Angeles in the Strand. After much cajoling, I have trained him so that he will answer to the

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name I christened him, and when I call “Billy,” he will run to me and will follow me like a dog. I do much of my literary work in this park, and “Billy” sits beside me and searches my various pockets for popcorn or crackers, and his disappointment is emphatic if perchance I meet him empty-handed, or, rather, empty-pocketed. It was fully a year before “Billy” would allow me to approach within ten yards of him; but by degrees I have succeeded in winning his confidence, and he now affords endless amusement to my friends and myself.

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JANUARY, 1912.

A. E. WINSHIP, Editor.

THE FROEBEL PILGRIMAGE.

BY LUCY WHELOCK,

Boston.



BLANKENBURG HOUSE
Where first Kindergarten
was carried on.

"I like the name of your party," said a Scotchman in Edinburgh to one of the Pilgrims. "but it sounds very un-American."

"And why?" asked the Pilgrim.

"Because a pilgrimage suggests an ideal, and we do not associate ideals with America; we think of you as a commercial people," was the answer.

"Possibly the seventy Pilgrims are a saving remnant who will help to redeem the reputation of America through their pursuit of an ideal," said the Pilgrim.



FROEBEL'S BIRTHPLACE IN OBERWEISSBACH.

To promote an educational ideal, to honor the name of the man who gave this ideal to the world, and to strengthen the ties which bind together those pursuing the same purpose was the goal of the Froebel Pilgrimage of 1911. Forty Pilgrims sailed from Boston June 17 on the *Devonian* as the advance guard of the Pilgrimage, visiting Edinburgh and the cathedral towns of northern England, en route to London, where they were joined by the later detachment sailing July 1, augmenting the number to seventy. This number was further increased during the tour in Thuringia to ninety. Never were there more ideal conditions for any trip than those which prevailed during the entire Pilgrimage. Providence favored with fair weather during the entire summer, such as has never been known before in Europe. The conduct of the Bureau of the University of Travel furnished all that could be desired for comfort and for the promotion of the aims of the Pilgrimage. Dr. H. F. Willard proved to be an ideal leader, not only as an interpreter of art and guide in our visits to muse-

ums and galleries and for general sightseeing, but also for his sympathetic interest in kindergarten matters. The first relations with school inter-



FROEBEL MEMORIAL HOUSE,
Blankenburg, Thuringia.

ests were established in the picturesque city of Edinburgh, where the Pilgrims were most hospitably welcomed at an evening reception given by two members of the school board, Mrs. Gulland and Mrs. Leslie McKenzie. With members of the school board and other Scotch people interested in philanthropy and education, a delightful evening was spent listening to Scotch ballads and other music.



OLD POWDER MILL IN BLANKENBURG.
Froebel lived here 1836 to 1846.

The next centre of educational interest was the great city of London, where a mass meeting was held in Birkbeck College, under the auspices of the London County Council. One thousand English elementary teachers crowded the room to the top gallery, and such enthusiasm at an educational meeting has never been known in this country. James L. Hughes of Toronto, Miss Mary C. McCulloch of St. Louis, Miss Lucy Wheelock of Boston, Miss Clara E. Grant and Miss A. K. Williams of London were the speakers on the general topic,



FROEBEL MUSEUM.
Room in Froebel Haus, Blankenburg.

"Kindergarten Ideals." A spirited discussion followed, and at the end resolutions of appreciation for those who had contributed to the evening were offered by a lady-in-waiting to the queen. Most excellent and elaborate arrangements had been made by the London County Council for visits to infant schools, which were visited in groups of eight members. The schools selected gave a wide range of observation of the conditions of the people and of the children in various sections of London, and also of the methods employed in the schoolrooms. In every instance a most hospitable welcome was given to the Pilgrims, and in many places refreshments were offered during the morning with true English hospitality. Another delightful occasion here was the reception given at the Froebel Institute in Kensington by the London Froebel Society. Dr. Keatley-Moore, well-known as a former mayor of Croyden, and known to kindergartners as one of the translators of Froebel's autobiography, was the chairman of the evening. Five-minute speeches were made by several of the American kindergartners, and the program was finished by a delightful story told by our beloved fairy godmother, Miss Mary L. Shedlock. A social hour, with refreshments, followed, during which all had an opportunity to meet some of the heads of the elementary schools in London and members of the Froebel Society. After a week in London, the Pilgrims took ship across the channel, and then made their way to the capital of France, where a warm welcome awaited them, given by Madame Charles Bertinot, the president of the Union Familiale.

On a lovely July day the Pilgrims coached through the green shades of the Bois de Boulogne to the villa of Monsieur and Madame Bertinot at St. Cloud, where a delightful luncheon, with all the glory of French cookery, and the grace of a charming French home, was served to seventy joyous Pilgrims. The grandchildren of Madame Bertinot, with flags and drums, were grouped upon the steps as the visitors arrived, and a little boy greeted them with a welcome spoken in excellent English. The villa was set in a lovely garden, rich in lilies, the favorite flower of Froebel, and, as we finished the luncheon with coffee in the arbor, we felt anew the significance of Froebel's choice of the name, garden, which suggests growth and beauty and the true joy of life. Many of the people interested in education assembled on a memorable Sunday afternoon spent at the Union Familiale, built in a quarter of Paris inhabited by the working people, and near the famous cemetery of Père la Chaise. Here was offered the rare privilege of seeing the wonderful work of Mlle. Gahery, the remarkable French woman

who devotes her life and her fortune to the work of the social uplift of the people. Mlle. Gahery lives in the settlement and has organized many interesting lines of educational work, including a kindergarten for the children, classes in domestic science, classes for child study, and a committee for the Trousseau Classes and the Mothers' Union.

It was a bit of good fortune that Mlle. Gahery decided to join the Pilgrimage during the German tour, so giving opportunity to know more intimately of her work and of her ideals.

From Paris the Pilgrims passed swiftly through Switzerland to the city of Munich, where many plans had been made for the entertainment of the

party under the direction of Fraulein Boeck, the supervisor of the Munich kindergartens. These plans included a delightful evening concert and exhibition of kindergarten work.

The next stage of this modern Pilgrim's Progress was in Thuringia, the scene of Froebel's life and labors. A more interesting and picturesque country cannot be found anywhere, and never was a more unique and ideal experience offered to travelers. Eisenach, the city filled with traditions of Martin Luther and of Saint Elizabeth, was our point of entry. The great day of the feast, however, was Sunday, August 6, when all took an early train to Schweina-Siebenstein to visit the little town and cemetery in which Froebel sleeps his last sleep. Never were skies more blue and an hour more fair than that when we stood, delegates from all parts of America, from Scotland, England, Denmark, Russia, France, and many sections of Germany, around the grave of Froebel. Laurel wreaths from different organizations all over the world were laid upon the grave with appropriate words of appreciation. Seventeen old people of Schweina, who remembered the games they played with the great Froebel in their childhood, brought a beautiful wreath of flowers and laid it upon his grave as a tribute to the friend of their childhood. School children of Schweina sang a hymn, and the little kindergarten children marched around the grave with reverent steps, and left each a bunch of flowers upon the grave. Froebel has somewhere said that if in a hundred years his cause should prosper, he would rejoice in heaven. Perhaps his spirit rejoiced on that day when this recognition of his great educational ideal was given by those who had come from many lands and climes to pay their tribute to the great leader. The last evening in Eisenach was spent at the Wartburg, where the illumination of this famous castle made one feel like a visitor in fairyland.

And can any Pilgrim ever forget the cordial reception given us at the school in Keilhau by its present head, Herr Dr. Wächter, and his friendly



SCHOOL AT KEILHAU AS IT IS TO-DAY UNDER
HERR WÄCHTER.

wife on a sunny August morning after a delightful drive through picturesque scenery? Shall we ever forget the taste of the potato salad, made famous in Keilhau by many generations of boys and training students who have sampled its excellence, or the charming setting of the little group of school buildings circled by the friendly and smiling hills, giving of their strength and health to the boys so favored by fortune as to gain their education amid such pleasant surroundings, and under the guidance of so many enlightened teachers, and in such a true home? Let us not forget either the all-day drive through the superb Schwarzwald, accompanied by the singing Schwarza river to Oberweissbach, the birthplace of Froebel. At the end of the long and narrow street of this little town we find the house and room in which the child was cradled who was from these narrow surroundings to send forth a message to be heard around the world. One could only ask "Can any great thing come out of Nazareth?" as one saw the narrow, cramped conditions of the people of this little village.

Dresden was full of interest for the kindergartners, with a visit to the Institute, founded by the Baroness Marenholz von Bülow, and still carried on in her name. Another day was spent visiting one of the typical institutions of Dresden, the Volksheim. Here, in a great forest of many acres, we saw hundreds of the little children of Dresden who are carried out every day to play in the green wood and to gain health and strength and joy. A membership of 5,000 parents who pay a small sum every year makes this work possible and permanent, as the forest is a gift to the city by a public-spirited citizen of Dresden.

The days in Berlin were red-letter days, beginning with a charming reception at the Lyceum Club, where we were privileged to meet some of the leading club women of this German city, and to enjoy the delights of tea in a German garden. One of the most notable institutions in Berlin is the Pestalozzi-Froebel House, which provides for children, from the babies in the nursery, cared for under modern hygienic conditions, to the young women training in domestic science and in kindergarten work. During the day hundreds of little children come to the several kindergartens, and after school hours older children come to the kinder-horte, where manual training is given, and also an opportunity for study of school lessons in quiet rooms under direction of teachers. After the supper an hour for play in the garden is allowed, and then the older ones take the little ones home, thus keeping together the members of the family. The doors of this hospitable institution were wide open for the Pilgrims, and two very profitable days were spent there inspecting the complete and interesting exhibit of the hand work of children and training students and in visiting the various kindergartens and other departments.

The social afternoon spent with Frau Dr. Clara Richter, her colleagues, and members of the committee over the tea cups and in the garden listening to the strains of the orchestra, strengthened the bond of friendship and made the Pilgrims feel at one with these German women who are working towards the same end.

Frankfurt also opened her hospitable doors to the Pilgrims, including the historic Kaiser-Saal in Römerberg, one of the most picturesque of the mediaeval squares in Europe. The Pilgrims' feet here trod upon velvet carpets spread for the occasion and walked between rows of palms and potted plants, arranged in their honor, and were greeted in the splendid hall by the second Burgomeister with words of warm welcome from the city of Frankfurt. The city's treasures of silver and gold were spread upon tables to gladden our eyes, and an English-



SQUARE IN BLANKENBURG,
Where Costume Fete was given by Thuringian Dancers.

speaking teacher gave us a running sketch of the history of Germany as illustrated by the pictures of Emperors upon the walls. The ladies of the Frankfurt committee, under the leadership of Frau Marta Back, the president of the Deutscher Froebel Verband, entertained the Pilgrims royally at a banquet given on the evening of their arrival. Two hundred people sat together and enjoyed the viands and the toasts given by both German and American speakers. Scenes from the Mother-Play and from the life of Froebel were shown upon the stage. These little plays were especially written and arranged for the entertainment of the American guests. The city of Frankfurt has an especial interest for the kindergarten world because it was the place where Froebel first discovered his life work when he became a teacher in the model school, and felt himself, as he expressed it, "Like a fish in the water, or a bird in the air."

From Frankfurt to Heidelberg was a short trip made in the evening. Nowhere were more delightful arrangements made than in Heidelberg by the ladies serving on the reception committee. Every Pilgrim will treasure her leaf of ivy given as a souvenir of the day with this inscription in letters of gold:—

"Alt Heidelberg du feine
Du Stadt an Ehren reich
Am Neckar und am Rheine
Kein andre kommt dir gleich."

The evening spent in the Schloss garden illuminated with hundreds of golden lanterns was a fitting climax to a glorious day. There we were honored with the company of the Burgomeister and Frau Burgomeister and other notable women of Heidelberg. At the end we were ushered into wonderland through the illumination of the castle. The old "Gesprenge Thurm," covered with the growth of ivy of centuries, revealed the mystery and beauty of its cavernous recesses under the glow of the rosy light. It was well that the last day of the pilgrimage in Froebel land should

end in a high and glorious light, suggesting the illumination and uplift of the experiences in the old country, to which we had come as strangers, and which we left with warm feelings of friendship.

Of the results of this pilgrimage it would be premature to speak. Of one thing we are certain, that in the future there will be closer affiliation with our foreign sisters, broader sympathy and

better understanding of the dream of universal peace which is cherished by all who desire to bring nearer the era of good will and peace to men.

The teachers of little children should be the leaders in this movement, as they are the leaders to the gate of the future, and the Froebel Pilgrimage of 1911 has been and will be a means of strengthening the links of fellowship which bind together by golden chains the whole round world.

CHARLES DICKENS

[Supplement with this issue is for use with this article.]



NEVER the English language is spoken the name of "Charles Dickens" is a household word.

Every home library, however humble, has in it some of his books. Everybody who does any reading has read some of them. Some people have read all his books. Others have read them over several times.

Many are thinking about him now because it is just one hundred years since Mr. Dickens was born. His birthday was February 7, 1812. His birthplace was Portsmouth, a busy city on the shore of the English channel.

The Dickens family were in very humble circumstances. The father was a clerk at the navy station, and his pay was small, too small to feed several hungry little mouths, and to clothe so many delicate little bodies.

Charles, one of eight children, and a feeble little fellow, felt the pinch of poverty, sometimes not having all he could eat, and without clothes of which he dared be proud.

The worst of this family poverty was that the little lad could not be sent to school as much or as regularly as he or his parents wished; and he felt this sorely, because, though but a sickly little chap, he had a wish to be a great man some day, and he thought that the school would help him become great. The most schooling he ever had was two years at one time and three years at another.

Between these two periods of school he had to go to work to support himself. He was ten years old when he got a job of pasting labels on pots of blacking in a blacking factory, and he worked at this for two years.

Talk about hardships,—the poor little lad found them at this time. In the morning he had to walk four miles to his work, and four back in the evening. The boys that worked beside him were very rough and rude, and they found their sport in picking upon him at every chance. He received seven shillings (\$1.75) a week, and could afford himself only two meals a day. For breakfast he had a penny loaf of bread and a pennyworth of milk. For supper he had another little loaf of bread and a bit of cheese. He never had any little dainty, such as a boy naturally craves. No wonder that many years afterwards he wrote a book called "Hard Times." He knew what such were, and by an experience which he could never forget.

Yet, singular to say, these very experiences of his early life made him years afterwards one of the greatest writers of his day. No writer knew the poor of London better than he, what wretched rooms they lived in, what poor food they had, how they tried to forget their wretchedness by drinking, or how kind and helpful they were to each other in times of need. And Dickens—more than any other English writer—had a heart full of sympathy for the poor, and he opened up fountains of sympathy for them in thousands and thousands of other hearts. His books were a revelation to multitudes of the goodness and the badness of those of a lowly life in a great city, such as they had never come to know in any other way, by any other pen.

In his second school period he studied and mastered shorthand, which was a great help to him afterwards in shaping his life work. It helped him first of all to get a place in a lawyer's office, where he remained a few years as copying clerk; and then it helped him when a London newspaper gave him a position as reporter, and sent him everywhere to write up cases in the courts.

At one time he thought he would be an actor, and he used to get his boy chums together and play theatre with them. This gave both him and them considerable amusement, but it never made actors out of them. Dickens was to be a writer, and his newspaper work was to pave the way for his great success in writing twenty-five books that everybody was eager to read.

The first thing he wrote was a short story, entitled "A Dinner at Poplar Walk." He sent it to a publisher, who printed it, but who gave Dickens nothing for it but the pleasure of seeing his own work in print. But a newspaper saw some merit in it, and invited him to write several short stories, which he did, calling them "Sketches by Boz." ("Boz" was the nickname of one of his brothers, and he chose this as his pen name.) These sketches were a great success. The public were enthusiastic over them, and clamored for more of them. He was soon earning \$35 a week, which was a good sum for a young man of twenty-three.

Then he was invited to write a series of stories about a club of men, who were supposed to go out on a fishing and hunting tour, and would meet with all manner of ludicrous experiences. Soon everybody was laughing at the funny things that happened to "Mr. Pickwick" and his friends, and

the sale of the "Pickwick Papers" was enormous. People were fairly wild over Mr. Pickwick and the "Fat Boy," and especially "Sam Weller." They could scarcely wait for the next instalment of the story, and the wonderfully funny pictures with which George Cruickshank illustrated them.

Mr. Dickens was famous from that moment. Publishers almost fought with each other to get his copy. The people read his newest book, and impatiently awaited the appearance of his next. And for thirty-five years he wrote book after book, and never lost anything of his fame.

One can scarcely believe the interest that he awakened in London. If he walked about the streets he would be followed by a crowd of boys and men who would tip their caps to him, and sometimes give him a cheer. People would say to one another as they saw him on his morning walk: "There's Mr. Dickens, who wrote 'Nicholas Nickleby'"; or, "There's the author of 'Pickwick.'"; He could not stir without being recognized. When he got back from a foreign tour, men on the street would say to one another: "I see Dickens is back again from Italy," or, "from America."

What made him so popular? Because he wrote about the singular life of the great city in which he lived, the life of clerks and lawyers, of shopkeepers and draymen, of money-lenders and borrowers, of men who were in prison for debt and of friends who paid to get them out, of dress-makers and actors; in short, of every kind of life in the teeming city. He seemed to have seen everybody; omitted nobody. People laughed at the funny things in other people's lives, and wept over the tragedies in humble homes.

His characters seemed to become real folks, and people thought of them as such. They knew Squeers, the schoolmaster, and Fagin, who trained little chaps to pick pockets, and Micawber, who was always waiting for something to turn up, and Barkis, who was "willin'" to marry Peggotty, and Sam Weller, with his strange testimony in court that floored the examining lawyer. They were all so lifelike that people easily recognized them.

But it was not only in London or England that he was famous. He was known almost as well in America by his books. He came twice to America by invitation, to read from his works; and in every city he visited the largest halls were crowded to the doors. He was given \$1,500 a night for his readings, the largest sum ever given a public reader.

Then he wrote such beautiful "Christmas Tales," that have been read aloud by many a fireside and in many a hall. Who has not heard "The Cricket on the Hearth," and "Dickens' Christmas Carol"? Who has not heard "Tiny Tim" saying, "God bless us, every one"?

Everybody seemed to love Dickens because they found so much love in him for others. He was specially fond of the children. He wrote for them his "Child's History of England." Nothing pleased him more than to have a happy group of

little folks playing about on his lawn at Gadshill, down in the hop country in Kent. And there, where he spent the last years of his busy life, he was loved and almost worshiped by his poor neighbors for miles around.

He was a great worker, but he worked himself to death. When he was only fifty-eight years old he died suddenly one bright day in June. The great, kind brain had been overworked.

He had expressed a wish that when he died he should have the simplest kind of a funeral, and that no announcement of the time and place for it should be made. But his friends could not have it so; and when the end came, they laid him to rest among many other illustrious dead in Westminster Abbey. And they were right in choosing his grave for him. England would have it so.

THE KINDERGARTEN AS A FACTOR IN EDUCATION FOR EFFICIENCY.

BY BERTHA M. MCCONKEY,

Assistant Superintendent of Schools, Springfield, Mass.

With a view to the wisest ultimate expenditure of public funds, every department of the public school system is being called to account by practical men of affairs, who are insisting upon a scholastic training that shall be at once broadly cultural and definitely practical. This insistence upon education for efficiency may make for the betterment of our schools, but there is a danger in too early specialization.

Before children specialize they should be given an all-round training that shall be cultural and democratic in its tendencies. It is one of the functions of the school to prolong the period of childhood and to develop in children the strength of body, mind, and spirit that is necessary to successful achievement in later years, by means of physical and mental activities suited to each stage of growth. From this point of view the training of the kindergarten is as necessary in a child's development as the highly specialized training of the vocational school. To the suggestion of would-be economists that the money now being spent for kindergartens in this country would better be applied to trade schools, reply may be made that the training of a young child's powers, afforded by a good kindergarten, may mean quite as much to his success and happiness in adult life as the acquirement of the rudiments of a specific trade or avocation.

That the kindergarten has made a place for itself in our scheme of education is evidenced by the fact that out of ninety-two cities in the United States having a population of 40,000 or over, eighty-six have kindergartens. This system of training is not an experiment. It has come to stay, for it meets a need that no other agency can meet so well. It lays broad and deep foundations for virtuous and efficient living, and cannot, therefore, be spared from any complete scheme of education.

THE STUDY OF PICTURES.—(V.)

BY MARY ELLASON COTTING.



F the pictures kept permanently upon the wall, the Sistine Madonna (Raphael) may next be studied.

Direct attention to it by asking if any one remembers about the

child, thus generating in its mind and heart perfect confidence and trust in her enfolding love.

Upon a panel of the screen, free of any decoration, place "Shoeing the Bay Mare" (Landseer). This picture, which is a popular one with children,

Baby whom the shepherds and wise men traveled so far to see. Many will doubtless volunteer to tell the story, and, after two or three pupils have retold it, the teacher will explain much in the following manner: This is a picture of that wonderful Child and His Mother. He is larger, you see, and still there are people who wish to show their love and reverence for Him and the Mother, who holds Him so they can see His dear little form. He is a very unafraid and happy little child, and it seems as if anyone might enjoy holding and playing with him. One's arms must be strong to hold with firmness and steadiness so chubby a baby. Encourage the recounting of the pupils' personal experiences of loving and caring for tiny folks.

Following this exercise show again the "Madonna of the Chair" (Raphael). Ask if anyone remembers anything about it, and lead the pupils to understand that Raphael represented the Mother and Child in many positions just as to-day the mothers and their little ones are pictured in standing or seated groups. Speak again of the great ability which Raphael possessed of painting, as no one else could, this Mother and Child.

In place of analysis proper, it is well to substitute the development of that deep enjoyment which is gained from thoughtful observation. What the child heart and mind glean from such observation may be gauged by asking: What can you tell about it? Do you like to look at it? Why?

Pictures of a devotional character, which grow by degrees upon and into the mind and heart, cannot be analyzed consciously at once; but must be considered again and again, and opportunity given from time to time for expression of thought concerning them.

In presenting both pictures to the younger pupils it is well to emphasize the idea of the tender, gentle manner in which a mother cares for her

may be made the basis of an imaginary story, of lessons upon animals, consideration of a trade and the man who plies it, or of man's thought for and care of animals dependent upon him. The questions may be asked much in this way: Can you tell the names of all the animals there are represented in the picture? Which is the largest? Of what use is that animal? Is anyone of the other animals ever used in the same way? Is this one as strong? Doesn't size make any difference? How do you know? If you have never seen each at work, how can you judge? Upon what does an animal's strength depend? Which can move the



SISTINE MADONNA.—Raphael.



SHOEING THE BAY MARE.—Landseer.

faster? What is the way of moving of each called? Which has more endurance? Are both animals equally good tempered? Of which is man the more fond? Why do you suppose that is so? Do these animals act as if they trusted the

Very likely he does. Maybe the family lives in a cottage not far from the shop. He exercises so vigorously at his work he does not need to take a long walk each day, so he most likely lives near. Develop thought of the man's splendid muscular power, in spite of which he is gentle, or the animals would not trust him and stand without being tied. The smoke and grime of his work do not affect his character. "It is not the trade that makes the man," but the contrary; and all labor well performed is honorable.

When the oral exercise is finished a written résumé may be prepared.

On the same panel of the screen, and below the picture of the shop, place "After Work." (G. A. Holmes). Draw out description of the animal, which should be followed by a comparison with a pony and horse. Tell about the donkey's particular adaptability

to, and uses in, work in foreign countries. Show why the foot construction and its strength make it more valuable for certain kinds of work in particular localities than the horse. Establish a thought that it is unwise to judge from appearances what may be the extent of ability and use of any living creature.

Possibly someone may remember seeing the same animal represented in the pictures used at

Christmas. If so, allow full expression to be given, and tell of the use to which the Holy Family put the donkey on its long, wearisome journey.

"THE TAILOR"—
MANTONI.

Present separately and alone this portrait, which may be considered as that of a man who plies his trade indoors amid cleanly, orderly conditions. His implements are not heavy like those of the blacksmith; neither has he the appearance of having the same splendid physical development. Nevertheless he must have the kind of ability that enables him to be a



AFTER WORK.—G. A. HOLMES.

blacksmith? Are they tied? What is he doing? Do you think he is a good workman? Does he seem to have the proper tools and enough of them to do a good job? (Enlarge upon care of tools.) Why is it a good business proposition to keep tools in good order and in repair? Why is it necessary to do superior work? Will the donkey be shod in the same manner as the bay mare? Whose dog may that be? Why is he there? Would you not like to see the animals start for home when the blacksmith is done shoeing them? Is there any live creature that will stay in the shop with the blacksmith? What kind of a bird do you guess it is? No, it isn't likely to be a canary, for this is a shop in England. In that country there is a bird which men like the blacksmith are fond of keeping in a cage in their homes or shops. You try to find out the kind of bird it may be. Why does the man work? You think he has to provide for his children and their mother?



THE TAILOR.—Mantoni.

good judge of the material with which he works, and know how to respond to the demands made upon him for furnishing the proper articles for each season and occasion. He looks as if he were not "of the same country" as the blacksmith, and his work necessitates the wearing of clothing adapted to an indoor occupation and the requirements of his trade. He has the appearance of being vividly alert, thoughtful and considerate of the demands of his patrons. One fancies he would plan well and use good judgment in cutting. He likely wishes to establish

and hold a reputation for doing good work, perfect in every detail. He and the blacksmith are much alike, for both have a standard of work, and each is needed in the world.

Allow the pupils to tell their thought about the picture for a few moments before asking such questions as will bring out that desired to be developed through study of "The Tailor."

While there is little of Mantoni's work with which one is familiar, it holds, nevertheless, a most distinctive place, since the subjects portrayed are so thoroughly, alively the creatures of which they are represented as being a type.

MOTHER PLAY IN PRIMARY WORK.—(VI.)

BY BERTHA H. BURRIDGE.

All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,—
The Lord God made them all.

Each little flower that opens,
Each little bird that sings,—
He made their glowing colors,
He made their tiny wings.

The purple-headed mountain,
The river running by,
The morning and the sunset
That lighteth up the sky;

The tall trees in the greenwood,
The pleasant summer sun,
The ripe fruits in the garden,—
He made them every one.

He gave us eyes to see them,
And lips, that we might tell
How great is God Almighty,
Who hath made all things well.

—John Keble.

THE TASTE SONG AND THE FLOWER SONG.



N an article on "Sense and Sensibility," by Helen Keller, she tells us that the infinite wonders of the universe are revealed to us in exact measure as we are capable of receiving them.

How important it is then that we train our children so that they shall be able to see and appreciate the good, the true, and the beautiful, and to discriminate against that which is harmful, either to the physical, mental, or spiritual well-being.

"He gave us eyes to see them." But, unless the child be trained to use his eyes, how little he may see. Many people go through life seeing nothing of the beauties of nature; many more have "ears that hear not"; but even when these two senses are carefully trained, the others are apt to be neglected. And yet many great artists are agreed that the sense of touch is superior to that of sight, and that smell is but little inferior to hearing. As for the sense of taste, I think, with a little thought on the subject, we will all be agreed that it is one of the safest guards against that which is harmful to the physical organism.

Let us try, then, to see that each of the five senses receives its own share of attention and careful training. This can be done by using the

many sense games and plays with which our kindergarten books are replete, and by surrounding the child with that which is beautiful.

Above all, let us not lose sight of the fact that all the senses exist that through them the soul of things may be made known to the soul of the sensitive being. Through a wise culture of the senses we learn to read the language of things. Such a culture is essential to the development of the child.

Nature study, in all its phases, is one of the first avenues of approach to this culture.

By the shimmering light, through the tremulous air, and to his inquisitive touch, Nature speaks to the child. Education begins with this contact with Nature.

The thoughtful study of nature is necessary for the full appreciation of much that is beautiful in literature and art.

"All Nature is a unit in herself,
Yet but a part of a forgotten whole.
Little by little you may teach your child
To know her ways and to live in harmony
With her; and then, in turn, help him through her
To find those verities within himself
Of which all outward things are but the type."

REFERENCE BOOKS.

"In the Child's World," Poulsson.
Kindergarten Magazine.
Child Garden Magazine.
"Kindergarten Stories and Morning Talks," Wiltse.
"Fairyland of Science," Buckley.
"Seaside and Wayside," Wright.

SONGS AND GAMES.

Sense game (taste), sense game (smell), sense game (touch), Kindergarten Chimes, Wiggins.
"The Mystery Man," Clare S. Reed.
"Now Tell, Little Playmate," Hubbard.
"Cherries Ripe," Walker and Jenks.

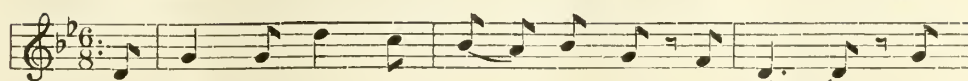
STORIES.

"King Midas," Book II., Child Life.
"Legend of Clytie," Nature Myths.
"Ugly Duckling," Andersen.
"The Golden Windows," Richards.
"About Angels," Richards.
"Coming of the King," Richards.
"The Shut-up Posy," Story Tellers' Library.

THE PLOWMAN TAR

G. A. BURDETT

G. A. BURDETT



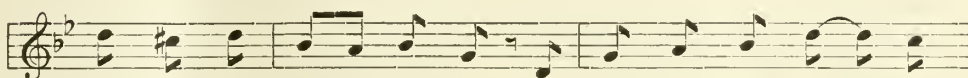
1. A skip - per bold once on a time, Jo - ho! . . jo -
 2. He plowed the sea from Chi-na to Maine, Jo - ho! . . jo -



ho! . . Did sail the sea to man - y a clime, Jo - ho! . . jo -
 ho! . . In gales and calms and tor-rents of rain, Jo - ho! . . jo -



ho! He plowed the sea in man - y a ship, But nev - er will
 ho! He plowed for fun, he plowed for gain, Till in-t'rest in



plow it an - oth - er trip; That skip - per has skipped his
 plow - ing be - gan to wane; And now he is run-ning an



fi - nal skip, Jo - ho! . . jo - ho! .
 Ae - ro-plane, Jo - ho! . . jo - ho! . 3. So this is the tale of the



Plow - man Tar, Jo - ho! jo - ho!! jo - ho!!! jo - ho!!!! He's smit-ten with



fly - ing by gas - o - line car; Jo - ho! jo - ho!! jo - ho!!!

—From the New Normal Music Course, Book Two. Copyright, 1911, by Silver, Burdett & Co.

A Whole Teacher.

BY HENRY TURNER BAILEY.

The whole boy is made up of body, mind, and heart. To get the whole boy to school has always been the problem. His body may be brought by a nimble and persistent truant officer, but the presence of his body in school is no guarantee of the presence of his mind. His mind will come only through his interest. Fortunately for us, the supreme interest of the child is in life itself, and when all our school courses are vitalized, charged with the intense life which the boy finds ebbing and flowing outside the school-room, we shall have no difficulty in holding the boy's interest and therefore in securing the regular attendance of his mind.

He will never do his best work, however, until he puts his heart into it, and hearts are moved

only through love. The boy must love his work and his school, and he will love both if he loves his teacher. All our problems of discipline will be solved through that sort of love which Emerson has described as "love without weakness." It is that which Sidney Lanier had in mind when he said:—

"To solve the discords true;
 And never to lose the old in the new,
 Love alone can do."

"It becomes evident, therefore, that the greatest need of the school is a teacher of the right sort, a teacher having not only a healthy, vigorous, well-disciplined body, and a rich and growing mind, but a heart of love for all children, of that kind of love that hopeth all things, endureth all things, thinketh no evil, never faileth. A whole teacher is the secret of having a whole boy in a whole school."—Selected.

STORY TELLING.

BY JENNIE L. REDFIELD,

Omaha.

STORY-TELLING FROM THE SCHOOL'S VIEWPOINT.



ABOUT twenty years ago, through the influence of Colonel Parker and others who had visions and ideals, the National Education Association appointed the famous "Committee of Ten" to look after the school's curriculum from the standpoint of the child; as a result, the curriculum, or race course as the term originally signified, has fewer and fewer obstructions. A new light began to surround the children. The course of study was shortened, and with one hour less time spent in school it was greatly enriched. That new light was the means of doing away with the old-time dinner-pail; it caused the book satchel to be placed on the shelf; play was permitted to peep in, and water color with free-hand drawing. In place of the thin-legged, hollow-cheeked, sad-eyed, forlorn, mournful little beings there appeared the rosy-cheeked, round-faced, bright-eyed, active, joyous children to bless our homes, our schools, and our states.

And now people with visions want room for their stories. When this new phase of life's vital work shall have been taken up in school regularly and systematically then will it be realized that this is the very best means of developing the perfect being which we wish to inhabit our earth.

Stories should be suited to the majority of the class. They should have good and happy endings. They should be produced by the children in pageant, in drama, and in illustrations with pencil or water color.

The very best pictures which in any way bear upon the story should be hung in the room. The children should re-tell the stories, and tell them first hand as soon as they are able to read them for themselves.

They should be taught how to tell stories. Story telling is an art, and can be cultivated just as surely as any other art can be.

The following instructions are suggestive:—
Eliminate "and."

Make your sentences short.

To-day we will weave "of which" into our story.
Use elegant English.

Ascend to your climaxes gracefully, descend gradually.

Be sure *you* know how many climaxes your story contains. Try to produce thrills of pleasure on your audiences.

Weave a humorous situation into every story.

Yesterday Cecil began his story with "Once upon a time." I liked that. Another interesting way to begin is "Long, long ago."

Make your story short.

Learn it well.

Be sure you enjoy it yourself.

Activity stories—stories of animals, plants,

people, or things in action—are best suited for very young children.

Fairy stories, brownies and their antics, the myths of Indians, the Norse and the Grecians are enjoyed by children from eight years old upward.

The eleven- and twelve-year-old children enjoy stories of adventure, discovery, and wonder.

For children entering the adolescent stage the hero stories are beneficial,—those stories which bring the strong characteristics of patience, strife, endurance, unselfishness, humility, service, and those of victory, triumph, and peace.

Stories should be told primarily to develop the child physically, mentally, and spiritually. This is done by broadening the vision by instructing, inspiring the individual to sympathetic action and service.

He who can combine information, humor, and inspiration in such a way as to arouse the listener to noble achievement is the great story-teller.

An ideal condition would be to leave the rhymes and jingles of Mother Goose and stories of that character to the nursery, but, alas, nurseries are found in so few homes,—so many mothers are ill, so many are dead; so many fathers are much away from home; and, saddest of all, some parents do not know that their children need stories, and that they are only partially developed without them. To prevent a puny, one-sided development the school must reach down into the realm of the ideal home and give to the youngest children the stories which properly belong to the three-year-old child. Let them have the

"Dickory, dickory, dock,
The mouse ran up the clock.
The clock struck one,
The mouse ran down,
Dickory, dickory, dock,"

and

"Hey, diddle, diddle, the cat and the fiddle,
The cow jumped over the moon,
The little dog laughed to see the sport,
And the dish ran away with the spoon,"

and

"Old Mother Hubbard she went to the cupboard
To get her poor dog a bone,
When she got there the cupboard was bare,
And so the poor dog had none.
She went to the undertaker's to buy him a coffin,
When she came back she found him a-laughing."

Let them work them out in pageant, in play, in drawing with plenty of color.

Fairy stories should have good and probable endings. "The Ugly Duckling" is always a favorite. That duck struggled, grieved, received the taunts of his brother ducks. He aspired to be something as good as they. He was patient. At last he developed into something far more beautiful than anything of which he had ever dreamed. "The Little Gingerbread Boy," except for his tragic

ending, is a great story. The longing of those old people for a child; the frolicsome nature he showed; the leadership he possessed as he caused the old lady, the old man, the barn full of threshers, the field full of reapers, the old cow to pursue him! Oh, if he could only have gotten safely over that stream and back to comfort those old people who wanted a child, that would be one of the great, great stories. Children like tragedy and plenty of it, but not at the end of a story, and never the tragic ending to the animal, thing, or person that is worth while.

I very much question the value of Aesop's Fables. There is so much of the "get-even" spirit, of the "I knew you'd get it," and of the "I told you so" that if they have a place anywhere it is with the theorist who is working out sociological problems.

Stories of heroes and heroines are inspirational to children as they enter their teens. Let a boy or girl find a hero to emulate,—one who possesses spirituality, joyousness, and a power to bring things to pass,—and his future is safe. Systematic, regular story-telling will produce a new ray of light in the school's curriculum, and by its brilliancy it will make light and bright every other part of the race course.

Much has already been done in the line of story-telling by individual teachers. One with whom I was associated told stories Thursdays. The stories of the entire semester were reviewed by the children on Fridays. Their first feeble efforts soon gave place to surprising ability to get the points in the story.

Another assigns stories. A different one is told

each morning until every child has told at least one. I would like to see Robert Browning's marvelous stories worked out by some teacher—"My Star," "Rabbi Ben Ezra," "By the Fireside," "Abt Vogler," and "Saul." The King Arthur stories are ever new, ever real, and ever fascinating. Henry Van Dyke's stories would make a splendid year's work,—his "Keeper of the Light," "Vera," "The Toiling of Felix," "Who Owns the Mountains?" "A Handful of Clay," "The First Christmas Tree," "The Spirit of Christmas," and others.

I have said often the end and aim of life should be happiness. Such would be the condition if each one did his duty.

Stories should lead to happiness and peace.

"Lo, such the child whose early feet
The paths of peace have trod,
Whose secret heart with influence sweet
Is upward turned to God."

Stories should have a larger mission than simply to amuse or to excite. They should create a taste for the best reading. They should cultivate the imagination and develop the individual spiritually, mentally, and physically. They should be to those who work them out what poetry is to the cultured,—an avenue for flights of the imagination, for journeys by land, by sea, and through the air; for voyages of discovery; for conquest; for opportunities to overcome evil; to show reverence for authority greater than one's own which ultimately reaches divine authority; for hero worship which leads to divine worship.—Address.

SHAKESPEARE IN THE GRADES.

BY ALDEN HEWITT.



HERE is in every child's heart a deep-rooted love for the fairy element. The woods and fields are peopled with elfin folk and brownies.

It was into the second grade, as an experiment, that Shakespeare's Ariel and Puck songs were introduced.

A picture of a fay swinging on a lily bell had hung in the room for several days, and many were the questions asked about what the fairy was doing. Finally the stanza was written on the board:—

"Where the bee sucks, there suck I,
In a cowslip's bell I lie;
There I couch when owls do fly;
On the bat's back do I fly
After summer merrily.
Merrily, merrily, shall I live now
Under the blossom that hangs on the bough."

The children were told that this was the elf's song. We read it carefully, and then took up the following questions: What do bees suck from the flowers? What does a cowslip look like? When do the owls cry? What do they say?

Couch means rest. What do you suppose the fairy did while the owls were crying? What kind of a horse did the fairy ride on? How many of you have seen a bat? How was the fairy going to live? Where was he going to stay? What season was it when the fairy was living so merrily?

To give the children a good mind picture of the fairy folk, read them Mrs. Burnett's charming tale, "Prince Fairy Foot."

The next week the second lyric was put on the board:—

"Come unto the yellow sands,
And there take hands,
Courtesied when you have, and kissed,
The wild waves whist.
Foot it lightly here and there,
And sweet sprites the burden bear.
Hark! Hark! 'Bow wow!'
The watchdogs bark 'Bow wow!'
Hark! Hark! I hear
The strains of strutting chanticleer
Cry 'Cock-a-diddle-dow.'"

We read it as we had the other. "Fairies dance only on moonlight summer nights," I told them,

"and when the cock crows they must run off, because they know that soon it will be morning, and they must all be gone when the sun comes up."

When are the fairies going to come? What kind of a night do you think it was? "Whist" means "be still." The waves were all calm when the elves danced. What do you suppose the fifth and sixth lines mean? "Foot it" means dance. Yes, and "to bear the burden of a song" is to sing it.

Now, while they were dancing, what did they hear? The watch dogs. What else? Who is chanticleer? When he crows, what does it mean? Yes, that morning is coming.

After we had learned the verse we dramatized it. Six children came forward, beckoning to each other as they recited the first line, suiting the action to the word at the second, courtesying and blowing a kiss at the third, and pausing, finger on lip, at the fourth.

After the sixth line, they sang the little kindergarten song from the first Gaynor Book:—

"Hist! Hist! Be still,
On tiptoe now advance.

We've come to have a merry fairy dance.
We will form our circle here,
Stepping lightly, for we fear
We will waken all the sleeping world, perchance.
(Hippity-hopping in a circle.)

Oh, we're as light as thistledown or dew,
We're fairies of the fairy band so true,
We will dance the livelong night,
Vanish with the morning light."

Here one steps forward suddenly:—

"Hark! Hark! 'Bow wow!'
The watchdogs bark, 'Bow wow!'"
"Hark! Hark!" joins in another,
"I hear bold chanticleer
Cry: 'Cock-a-diddle-dow!'"

And with that the children run to their seats.

There is a vast satisfaction in teaching a thing like this poem. One feels something accomplished, something done. The children catch the lovely lyrical music, and grow passionately fond of their fairy songs. And you, who found no time to read your classics before, find yourselves ransacking your shelves for more really valuable verses to replace the jingles which seem so prevalent in some modern schools.

WHILE LOOKING ABOUT.

[Editorial.]

In Salt Lake City.

SCHOOL GARDENING.

The school gardening of the training school of Teachers College is beyond anything I have chanced to know.

The school garden has ten acres. That makes it possible to do some gardening. It makes the all-too-often quarter or half-acre school garden look puny.

On these ten acres all the pupils can do some real gardening. Everything raised commercially in Utah is raised on these ten acres by the pupils.

There is a tract set apart for dry farming, and the children actually do dry farming. They raise crops without beside crops on well-irrigated land. If any other normal school in America can match that feat we have no knowledge of it.

On these ten acres are to be all fruit trees, fruit shrubs, and vines that are grown with profit in the state. All varieties have already been started.

Every garden crop and grain crop is raised for profit.

The bookkeeping is as exact as in a banking house. The seventh grade takes bookkeeping, has a bank equipment set up in one corner of the classroom. Each pupil keeps tab on the garden. Daily reports are made to the seventh grade of all expenditures of money for the garden, and of all receipts for the garden as well as of all the time of horse and boys. Each class reports to the youth in charge of the special work done by that class that day.

The class keeps track of each plot of ground, of

each crop, of each class, and of the garden and school as a whole.

All the arithmetic of that year practically grows out of the details furnished by the garden.

In the final analysis no pay for the work of the boys is allowed as it is in some school gardening, but the garden pays a handsome profit each year, and this is duly appropriated either to the purchase of a horse, wagon, implements, or, as last year, to the equipping of a playground.

The garden produce is sold around that part of the city. They soon discovered that they had no right to sell produce, and so the whole matter was referred to the eighth grade, that studied up the whole subject, applied for a huckster's license, and went before the proper authorities and secured it.

The school keeps three cows and a hive of bees, and it is only at the beginning of its agricultural proposition.

They are to have a lake and raise fish.

Every training school child of the higher grades must have a home garden that he must plant and care for all by himself. He must keep his own debit and credit account of his garden. The head of the nature study department in the Teachers College visits his home garden from time to time and gives credits or criticisms of his management of his garden.

The child must care for his garden all summer if he remains in the city, and if he is to be away he must provide a substitute caretaker, and give full instructions and directions.



Bess Bruce Cleveland.

BUILDING THE HOUSE.

BY RACHEL ELIZABETH GREGG,

Cape Girardeau, Mo.

The carpenter, who does the work with wood, is discussed under the following outline:—

1. What he builds and repairs: Houses, porches, barns, and furniture.

2. His tools: Saw, hammer, plane, bit, square, chisel.

3. Materials: Boards, shingles, studding, rafters, nails, etc.

4. Manner of working: Carefulness, accuracy—in every detail,—even though it does not show.

The method of putting on weather-boarding is studied from a near-by building—the children reproduced through drawing, the mill visited, the carpenter at work, and the house built of wood. The logs are represented by cylinders and furnish another form for observation and number work. In our songs and games we have again the Pigeon House, and Trade People, and take up The Brook.

Certain stories in Emilie Poulsson's book, "In the Child World," are closely related to this work. The "Logging Camp" gives good word pictures. This old-fashioned rhyme appeals to the child's love for repetition and addition in stories:—

This is the Tree in the forest.

This is the Ax whose steady blows
Cut down the Tree in the forest.

This is the Woodman, who every one knows,
Wielded the Ax whose steady blows
Cut down the Tree of the forest.

This is the Log—to the river's side
Rolled by the Woodman, who every one knows,
Wielded the Ax whose steady blows
Cut down the Tree of the forest.

This is the River whose flowing tide
Carried the Log that was rolled to its side,—
Rolled by the Woodman, who every one knows,
Wielded the Ax whose steady blows
Cut down the Tree of the forest.

This is the Wheel that went whirring round,
Turned by the River whose flowing tide
Carried the Log that was rolled to its side,—
Rolled by the Woodman, who every one knows,
Wielded the Ax whose steady blows
Cut down the Tree of the forest.

These are the Saws which, with buzzing sound,
Were moved by the Wheel that went whirring round,
Turned by the River whose flowing tide
Carried the Log that was rolled to its side,—
Rolled by the Woodman, who every one knows,
Wielded the Ax whose steady blows
Cut down the Tree of the forest.

These are the Boards, so straight and long,
Cut by the Saws which, with buzzing sound,
Were moved by the Wheel that went whirring round,
Turned by the River whose flowing tide
Carried the Log that was rolled to its side,—
Rolled by the Woodman, who every one knows,
Wielded the Ax whose steady blows
Cut down the Tree of the forest.

This is the Carpenter, skilful and strong,
Who planed all the Boards, so straight and long,

Cut by the Saws which, with buzzing sound,
Were moved by the Wheel that went whirring round,
Turned by the River whose flowing tide
Carried the Log that was rolled to its side,—
Rolled by the Woodman, who every one knows,
Wielded the Ax whose steady blows
Cut down the Tree of the forest.

This is the House with its windows and doors,
With timbers and rafters and roofs and floors,
Which was built by the Carpenter, skilful and strong,
Who planed all the Boards, so straight and long,
Cut by the Saws which, with buzzing sound,
Were moved by the Wheel that went whirring round,
Turned by the River whose flowing tide
Carried the Log that was rolled to its side,—
Rolled by the Woodman, who every one knows,
Wielded the Ax whose steady blows
Cut down the Tree of the forest.

This is the family—all are here—
Father, and Mother, and Children dear,
Who live in the House with windows and doors,
With timbers and rafters and roofs and floors,
Which was built by the Carpenter, skilful and strong,
Who planed all the Boards, so straight and long,
Cut by the Saws which, with buzzing sound,
Were moved by the Wheel that went whirring round,
Turned by the River whose flowing tide
Carried the Log that was rolled to its side,—
Rolled by the Woodman, who every one knows,
Wielded the Ax whose steady blows
Cut down the Tree of the forest.

—Emilie Poulsson.

This old rhyme should be read and memorized:—

If all the seas were one sea,
What a great sea that would be!
If all the trees were one tree,
What a great tree that would be!
If all the axes were one ax,
What a great ax that would be!
If all the men were one man,
What a great man that would be!
And if the great man took the great ax,
And cut down the great tree!
What a splash-splash that would be!

Brick was taken up next. Bricks were examined and broken to find out the material. Experiments were made by making bricks of clay and drying them in the sun, in the dark room, and on the radiator. The kiln was then visited in order to see the process of making brick. The back of the training school was studied to see the method of building with brick. The first drawings were not successful, so we had to make the second observation before the method was seen accurately. The mason who works with brick is studied under a similar outline as given for the carpenter. In the study of brick, we use the rectangular prisms corresponding to the fourth kindergarten gift. The method of building with brick is illustrated with these and then copied in drawing—houses are drawn and built of brick. The rectangular prisms are part of the number-work lessons.

Stone follows a similar outline for discussion. A brief history of stone is told and illustrated by sand, clay, and specimens from Science Hall. The children immediately begin finding their own specimens. The quarry is visited, and the struc-

ture of stone and method of blasting are noted. The many ways in which the stone is used are observed and discussed; the large blocks are saved for building, the smaller pieces may be used for making lime, cement, or for paving street. Then

the stone which forms part of our building is observed and the shape and method of putting together is discussed. The children are allowed to experiment with tools in chipping the stone.—Bulletin.

ST. VALENTINE'S DAY.

IN SAINT VALENTINE'S GARDEN.

BY LAURA ROUNTREE SMITH.

SCENE I.—IN THE SHOE.

[The Old Woman in the Shoe and her Children are seen. If a large shoe can be made it will add to the entertainment. The characters may appear in costume or not, as desired.]

Song. Tune: "Comin' Thro' the Rye."

I.

We are happy little children,
Living in a shoe,
Now Saint Valentine is bringing
Gifts for me and you.
Everywhere the children love him,
And this is a sign,
All who really love each other
Will send a valentine.

II.

We are merry little children,
Though we're crowded, too,
And sometimes we're almost tired
Living in a shoe!
But Saint Valentine is coming,
Soon he will be here,
February day the fourteenth
Comes only once a year.

Old Woman—Now, when Saint Valentine comes what will you say?

All—We will say: "Good morning, Saint Valentine."

Old Woman—I do hope that you will bow politely.

[Enter Saint Valentine.]

Saint Valentine—Good morning, Old Woman, good morning, children.

All—Good morning, Saint Valentine.

Saint Valentine—I never saw so many children together before in all my life.

Old Woman—I have so many children I don't know what to do!

Saint Valentine—They all want valentines, I suppose.

Old Woman—That is just what troubles me. I have no money with which to buy valentines, and I do want my children to be happy.

First child—We are so crowded in this old shoe.

Second child—It is very dark inside the shoe.

Third child—We wish we could get out and see some green grass.

Saint Valentine—How would you like to visit my garden?

All—We would love to visit your garden.

Saint Valentine—You may come and visit me in my garden on February 14. Here is the key to my garden gate, and don't forget the little word "love." We must all love each other.

[He hands key to Old Woman and passes out.]

All—Hurrah for Saint Valentine! Can we start at once?

Old Woman—Yes, and we shall be just in time.

[Exit all.]

SCENE II.—IN THE GARDEN.

[The stage is set with flowering plants, made to look

as much like a garden as possible. A gate made of red tissue-paper chains is seen. Cupid stands at the gate with bow and arrow.]

Cupid.—

Who comes to-day, oh, tell us pray,
What if Saint Valentine be away?
The gate is locked as all may see,
But you can enter with a key.

Old Woman.—

I am the Old Woman who lives in a shoe,
Pray, with all these children, what can I do?
I'm often as troubled as a troubled can be,
But good old Saint Valentine gave me the key.

[The Old Woman tries to unlock the gate but the key does not turn.]

All.—

Alas! Alas! We all must wait,
The key does not unlock the gate.
What word is it that we must say
To open wide the gate to-day?

Cupid.—

There is a word you all should know,
Look up, look up above,
It will unlock the strongest gate,
This little word is "Love."

[The children look up and see the word "Love" in large letters. The gate opens and they all enter. Cupid gives each one a large red pasteboard heart. Saint Valentine enters.]

Saint Valentine.—

Welcome to the garden,
Where flowers of love will bloom,
For pleasant smiles and sunshine
Dispel the deepest gloom.
If you'll accept this heart of mine,
I'll be your faithful Valentine.

All sing. Tune: "Annie Laurie."

We have come into the garden,
Where sweetest flowers grow,
And by these heart-shaped tokens,
Saint Valentine we know.
We love Saint Valentine,
We'll sing our sweetest rhyme,
So the children all are singing,
We love Saint Valentine.

[The children form a circle about Saint Valentine and hold up their hearts.]

Saint Valentine.—

Hearts, like gates, will open with ease
To many different kinds of keys,
So, say your verses, if you please.

First child.—

The snowflakes said: "We'll flutter down
And take a Valentine to town."

Second child.—

The chilly breezes as they blow,
Said: "We'll make crystals of the snow."

Third child.—

Old Jack Frost said: "Now, as I pass,
I'll make some pictures on the glass."

MR. WINSHIPS CONVERSATIONS.

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The best of all good wishes for your New Year.

There can be no inspiration in irritation.

No amount of education enlarges the brain. It merely quickens its activities.

The new code is likely to make much activity in Philadelphia.

We must clear our minds of the traditional values of subjects.

Neither women nor men can gain from a professional sex-conflict.

Department of Superintendence, N. E. A., February 27, 28, 29, St. Louis.

Self-realization is a favorite word with educational idealists at this time.

Sixty-four per cent. of the Wellesley freshmen come from public high schools.

In fifty-seven per cent. of the cities lessons are given in first aid to the injured.

Sense acuteness is not a valuable attainment. It is overestimated by many modern enthusiasts.

When trouble starts in these times, there is liable to be much more trouble than appears probable.

The normal schools of Pennsylvania are to have hereafter a full four-years' course of professional work.

Knowledge comes only from growth. The sooner this is accepted the sooner will education have its higher significance.

You have never fully studied a child until you have seen him in a public park, foot free, with young and old, some of whom he does not know.

Lillian I. Lincoln says that a twenty-minute spelling lesson is squandering time. Most spelling lessons are squandering time.

Freedom abused is perdition; freedom used is paradise. Keep that thought in your mind, and implant it in the minds of the pupils.

"Chicago spends \$275,000 teaching children the same things that they were taught the year before," says Dr. W. A. Evans.

State Superintendent Edward Hyatt of California is waging a vigorous warfare against the using of tobacco by minors, especially by all students.

In criticising the imperfection of the schools of the past never fail to say in big letters that children were made to work, to work earnestly. Give credit for that.

The election of Mrs. Mary D. Bradford of Kenosha as president of the Wisconsin State Association was as wise as it was graceful. She deserves the honor and is every way worthy of it.

Mary L. Hastings of the Castine (Me.) Normal school specializes on training students to form the habit of using books. There is real art in leading even normal school students to acquire this habit.

Fairchild's Moral Instruction.

Dr. Milton Fairchild of Baltimore has too noble a work developed to allow it to languish from want of adequate support. He really has a distinct moral force in his scheme of moral instruction by means of stereopticon lectures upon "The True Sportsman," "What I am Going to Do When I Grow Up," "Personal and National Thrift," "What Men Think About Boys' Fights." He continues to give these notable stereopticon lectures, and he has enlisted the sympathetic cooperation of many eminent educators, but he should have adequate financial support so that others could give the lectures while he promotes the cause in a larger way.

Mr. Fairchild is at work in Maryland until the New Year, after which he will be in New England for several weeks.

Protecting Stage Children.

Once more Denver leads the world. No child under sixteen years of age can play on the stage in Denver without getting a permit through the city superintendent of schools—who deputizes Judge Ben B. Lindsey to act in his name—and no permit can be secured without depositing a gilt-edge Bonding Company bond for \$2,000. This bond stipulates the hours, the health conditions, the manner of life, and that a special teacher, every way qualified, shall instruct the child regularly and adequately. This bond is not for the fulfilling of these conditions during the few days the company is in Denver, but applies to every state and city in the union so long as the child is with the company and is under sixteen years of age. If in Boston the company is not living up to the conditions of the bond, it is for-

feited to the city of Denver. And this is not a perfunctory requirement, for every company that has a bond deposited in Denver is sure to have its treatment of the child, educationally and otherwise, looked into in some city, and this is liable to happen anywhere and at any time. This the company well understands, and governs itself accordingly.

Pittsburg Retirement Association.

The Pittsburg teachers have long been known to be genuinely alive and their Retirement Association is one of the best demonstrations of the truthfulness of the statement.

Three years ago the association was organized and 500 teachers have become members. In the three years they have accumulated about \$75,000 and the interest on the permanent fund is now greater than the amount paid to the annuitants.

But they have only begun their great work. The fund is going to mount to large figures and the membership will reach out until it includes most of the 2,000 teachers of New Pittsburg.

The Minneapolis Idea.

This time it is Minneapolis that has given the educational world a new and eminently valuable idea. Superintendents and even assistant superintendents have often been sent off on tours of school inspection, but so far as we know, it was left for Minneapolis to arrange for tours of observation and inspection by elementary teachers and principals. This season six women principals and one teacher in elementary schools have studied school work in the grades and affiliated interests in many cities in the East and central West, and they are reporting upon their visits to the teachers of the city from time to time.

Miss Mary C. Howe, principal of the Irving school, and Miss Mae C. Decker, principal of the Clinton school, visited schools in New York and several nearby cities. Mrs. Kate J. Bartholf, principal of the Madison school, and Miss Fannie C. Le Gro, principal of the Blaine school, visited schools in Boston, Newton, Brookline, and Springfield, Massachusetts; Miss Hattie Holtz, teacher in the Sheridan school, visited the schools of Kansas City, Missouri; Miss Jessie Forester, principal of the Douglas school, visited the St. Louis schools; Miss Edith McClellan, principal of Lake Harriet school, visited Omaha's schools.

How was this financed? That is especially a Minneapolis idea. When the women teachers and principals began to say that they wished they knew what was being done elsewhere and how it was done, Superintendent C. M. Jordan espoused their cause and appointed a committee of five principals on ways and means. Miss Mary C. Howe of the Irving school, Mrs. Kate Bartholf of the Madison school, Albert Guilette of the Prescott, A. F. Benson of the Seward, and Albert Hedler of the Franklin were the committee.

They planned a great entertainment in which every school in the city should have a part. There

were two evening entertainments and two matinees. Every teacher in the city entered into the plans, and the citizens responded right loyally. Every paper in the city lent a hand. The object was made clear and the net profit was nearly \$1,600. In addition to the seven who have already gone a-touring, others are to go, as the funds are by no means exhausted. It is a great promoter of educational progress. Not one of the teachers has come back to tell how much better they do things in Minneapolis, but to tell of what was seen, be it much or little, that is not done in Minneapolis. It is a great professional departure and is already bearing good fruit.

Relation of the Kindergarten to the School.

What the prelude is to the organist and the tuning up to the orchestra the kindergarten is to the school.

Plunge fifty or more little children from the free life of the home and the play yard into a typical primary school, and it dazes many of them socially and mentally so that they are not at their ease for many weeks.

A few over-ambitious children monopolize the centre of the stage, making the dazed ones appear and feel stupid.

About one-half of all the retarded children are retarded in the first two years of school life. Most of these are retarded because they are made self-conscious of their slowness, dullness, stupidity. They make no effort to get in tune, no attempt to get the pace.

The retarded pupils cost the taxpayers upwards of \$25,000,000 a year. They cause four-fifths of the nervous strain of the teachers. They rob the rest of the pupils of much of the teachers' attention that belongs to them.

To save the \$25,000,000 waste, the teachers' nervous strain, the time and effort that belongs to all the children, would be a vast achievement.

The kindergarten can do all of this and more if the primary grades will accept their share of responsibility for the adjustment.

In the kindergarten there is no magnifying of the immature, the shy, the timid, the slow, or the blundering.

The children are taken from the home and the play yard, and are brought into tune, time, and action gradually and harmoniously. They are sent forward with no emphasis upon their differences.

If the primary school accepts its responsibility, a kindergarten promoted class may keep itself very near a unit for the entire eight grades.

Who can estimate the significance of this unification by the elimination of the self-consciousness of the immature, the shy, the timid, and the slow?

The kindergarten may save to the taxpayers many times the cost, may postpone the teacher's retirement several years, and impart to the work with the other children an inexpressible impulse.

IN SAINT VALENTINE'S GARDEN.

[Continued from page 179.]

Fourth child.—

The snowflakes, fluttering in the breeze,
Hung Valentines on all the trees.

Fifth child.—

The bright stars twinkled in the blue,
And whispered softly: "I love you."

Sixth child.—

The bright moon said: "I'll come, 'tis time
I help to make a Valentine."

Seventh child.—

A message we will send each year,
To bring some other heart good cheer.

Eighth child.—

The stars above that brightly shine
Help bring to earth a Valentine.

Ninth child.—

The snowflake fairies softly call:
"We'll bring a Valentine to all."

Tenth child.—

From earth below to sky so blue,
All whisper softly: "I love you."

All sing again to tune of "Annie Laurie."

We now must leave the garden,
The hour is growing late,
We'll not forget your lesson,
That Love unlocks the gate.

Good-by, Saint Valentine,
Each heart shall be a sign
That the children all will love you,
Good-by, Saint Valentine.

MUSIC IN RURAL SCHOOLS.

BY MYRA K. PETERS,

Lead, South Dakota.

"A happy New Year to you,
Good people every one,
For we are little sprites,
And we make a honey stew;
And we throw in all good wishes
To every one of you."

I feel that after Christmas time the heart of
every child is like Riley's Funny Little Fellow,

"Of the very purest type,
For he had a heart as mellow
As an apple over-ripe."

Good material to work upon. We are all glad
to be again in the schoolroom, eager to begin the
New Year's work, with the possibilities of making
it better than any of its predecessors, and our
success depends upon just how hard we try.

It seems to me that more and more is the moral
foundation of the child's life left to our public
schools for development.

Music is certainly recognized as one of the
strongest of moral forces. Therein rests a great
responsibility for you and me,—the selection and
presentation of music that will assist in moulding
and developing character in our children. The
first thing they will suggest is "a good sing" of
Christmas songs. Let them.

Now we have come to our January outline, and
we must consider, first, the sentiment of the New
Year; second, winter, its sports, sleighing songs,
and the Eskimo; third, Robert Burns' birthday,
which gives an opportunity for using some of the
beautiful Scotch songs.

I am sure that some of your children know
"Annie Laurie," "Blue Bells of Scotland," and
"My Bonnie Lies Over the Ocean." You studied
by rote "Flow Gently, Sweet Afton," from the
September outline. All of the above are found
in the Modern Series of Vocal Music, with the ex-
ception of "My Bonnie Lies Over the Ocean,"
which is given on page 50, 101 Best Songs.

Now to the outline:—

JANUARY.

FIRST WEEK.

"Old Winter," p. 154, by rote.

"O Hemlock Tree," p. 156, by rote.

"Sleigh Ride," p. 10, by note.

"Morning Song," p. 34, by rote. (Omit p. 35.)
Study p. 30 entire.

SECOND WEEK.

Review "Blue Bells of Scotland," p. 111.

"Annie Laurie," p. 120.

"Flow Gently, Sweet Afton," p. 108.

"On a Snowy Day," p. 29, by rote.

"The Mill," pp. 36-37, by note.

THIRD WEEK.

"My Heart's in the Highlands," p. 152.

"Baby Dear," p. 56, "Lilts and Lyrics," Jessie
Gaynor.

"The Woodpecker," p. 38, Nevin, by note.

Studies on p. 40.

FOURTH WEEK.

Review the songs taught by rote and studied
with syllables.

Study p. 42.

A short sketch of the life of Mozart.

In explanation: Our children are beginning to
recognize that music has a distinctive place, and
I am sure that each month unfolds to them with
increasing interest, as they realize through you,
with your careful preparation, the complete cor-
relation that it has to other subjects.

In January, first week, I have chosen "Old
Winter" for the boys, to be taught by rote, for
we have not yet considered the study of the bass
clef.

"O Hemlock Tree!" also by rote. In teaching
this, explain to the children that it is a translation
from the German "O Tannabaum."

Next month we shall have still more to say
about this.

"A Sleigh Ride" on p. 10 can be used for a
rhythmic scale drill for older pupils and a rote
song for primary. It can also be used for paper-
cutting.

In voice exercises, use the scales and arpeggios
imitating the west wind, giving a moaning tone
on oo, as in coo.

"The Morning Song," p. 34, teach by rote.

This gives an opportunity to impress tidiness in dress, general neatness and cleanliness, and is thoroughly enjoyed by the little ones as an action song.

Omit p. 35, as it is not of special value in this particular lesson.

In studying p. 30, discuss key, signature, time, note values, and rests. Then read with letters, placing B flat, then syllables, keeping the rhythm while reading. If any hesitancy is shown, or inclination to break the time, assist by tapping the beats in a measure while pupils read, fitting the notes to the even count.

After the melody and time are mastered, I would suggest that the older pupils be given a language lesson that gives them the opportunity of writing words to fit these same studies. You will be surprised at the development possible in this work. I have one third grade that wrote in December a Christmas poem, beautiful in simplicity, of four stanzas of four lines each.

In connection with your Scotch songs, give a few of the good things about Robert Burns, and read a few of his poems that are truly beautiful and within the understanding of children.

"On a Snowy Day" is a beautiful translation from the German, and can be used for different phases of rhythmic study. "The Mill" brings in a number of expression marks which must be defined: *Con moto*, with motion; *p.*, piano, softly; *cres.*, crescendo, little by little louder; *dim.*, diminish, little by little softer; *mf.*, moderate forte, moderately loud. Explain the repeat dots.

In the third week we have "My Heart's in the Highlands." I find that the children are very much interested in the life of Robert Bruce. In connection with the story of his life, tell them that his heart was taken from his body, preserved in wine and spices, and carried back to Scotland for burial; that under the altar in Melrose abbey, just three miles from the home of Sir Walter Scott, it lies buried.

I should think a drawing lesson here would correlate finely in sketching one of the old abbey windows, or the Window of the Crown of Thorns.

"Baby Dear," by Jessie Gaynor, is an exquisite lullaby, and will appeal to the little ones whose families have been enlarged at Christmas time. Little girls might take turns in dramatizing, while others sing. It also furnishes subject matter for paper-cutting.

"The Woodpecker" has enough genuine melody and beauty in composition to interest the entire school. Our little ones tap upon the desk for the "tap, tippy, tap, tap, tap." The studies on p. 40 introduce the tie and the dotted quarter in a beat and a half note. Explain these from the blackboard before singing.

The fourth week brings us to p. 42, introducing a study of chromatics. Explain that the sharp lifts the tone halfway between two successive tones. Have pupils memorize the two lines completely, giving much blackboard drill in rapid sight reading, to thoroughly fix the half step.

The life of Mozart will have the greatest fas-

cination for the school. The story is told in child language in "The History of Great Musicians," by Scobey and Horn. Good pictures can be obtained by writing to Hatch Music Company, Philadelphia, for fifty cents per dozen, or five cents apiece.

Next to your picture of Bach place Mozart. Underneath write:—

Wolfgang Amadeus Mozart,
Born in Germany 18th Century.
Pianist, Organist, Composer.
Good, Clean, Lovable.

Buried in Vienna, his grave unknown.

Tell of his statue in the Luxembourg art gallery, Paris. A duplicate in the art museum, Chicago.

The purity of his life and the unusual sweetness of his character is another good impression to give in the beginning of the New Year.

Please keep in mind that in all your work the interpretation is the source of all,—your rhythm must be given its proper accent, your enunciation must be clear and distinct, and the meaning of your words must be defined in tone production. Then, with the soul of the child giving expression through the music you are teaching, you cannot fail to give and to get inspiration.

Do not look for perfection. If a voice or two goes awry, keep moving on with your studies. It is absolutely necessary that you have a great deal of rough, imperfect work to gain by degrees the strength for better ensemble and individual work. The effort will in time become unified, and beautiful results come from what at first was a discordant, earnest effort to do.

Please do not scold, do not criticise, or you are apt to disgust your pupils in the very thing you are striving to win. Bless their hearts! I am sure you have heard that "More flies are caught with molasses than vinegar."

No matter what my personal feelings are, I have no right to give anything but the best and brightest of my life to the schoolroom. A little will power will put us in the right attitude if we choose to exert it. Hattie Moore Mitchell of Drake University says:—

"Why stay in the lowlands,
When the highlands are calling?"

Some one else has aptly said: "Music washes away from the soul the dust of everyday life." How true it is! Like a smile, the same the world around.

If there are some particular difficulties which I have omitted, do not hesitate to write to me. I shall be glad to assist.

There are no new supplies for this month. Adhere to your desk copy of "Vocal Music," Modern Series, 35 cents (Silver, Burdett & Co., Chicago); "Lilts and Lyrics," Jessie Gaynor, \$1 (Clayton Summy, Chicago); "Short Stories of Famous Musicians," Scobey and Horn, 35 cents (American Book Company, Chicago). Pictures of great musicians, 50 cents per dozen, 5 cents apiece (Hatch Music Company, Philadelphia).

MANUAL OCCUPATIONS

RAPHIA WORK.

BY N. M. PAIRPOINT.



APHIA winding is one of the manual occupations that brings no strain on the physical powers. It is elastic enough to provide employment for the babies, or can be made sufficiently intricate to tax the designing ability of the high school pupil.

There are two forms of the process, one with a single foundation and the raphia wound round and round it; one with a double foundation, the pieces of raphia cut the right length to go round once, be twisted together at the top, and the ends pressed down into place between the two pieces of cardboard, making a series of loops as a finish to the edge of the object. Any cardboard from shoe boxes or any other boxes will do for the foundation.

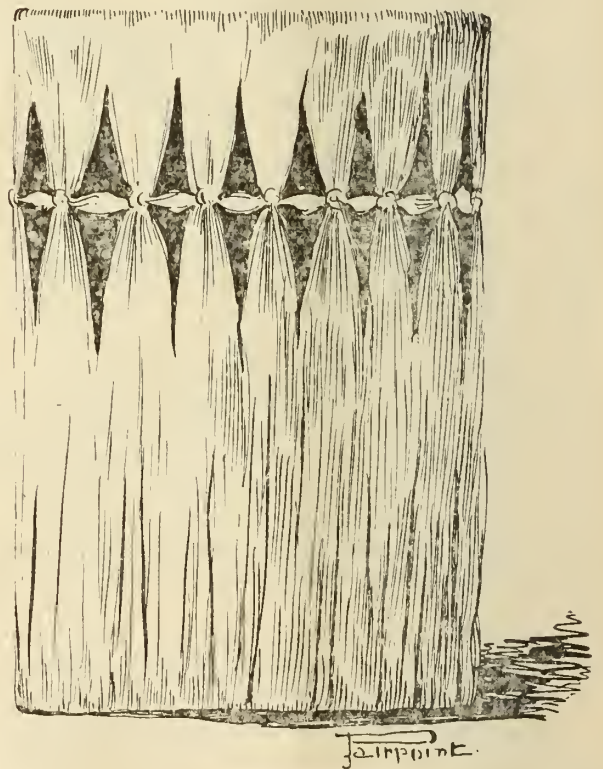
To make a flower-pot holder, decide upon the size of pot to be used, cut a strip of card wide enough to cover the height of the pot and long enough to go round it comfortably. Allow the ends of the strip to lap over slightly, and fasten them together with scraps of gummed tape or a stitch or two with ordinary sewing cotton.

When the raphia is received in a braided skein, it should be loosened and shaken out, then dipped in water and hung up to dry. This will remove all the kinks and twists in it, and it works more pleasantly when slightly damp. Better results are obtained if the strands used for winding are selected so they are somewhat alike in width.

When the form is made, cover it with a piece of colored paper, either crepe or tissue, then if the strands should separate, the color adds a pleasant note to the work.

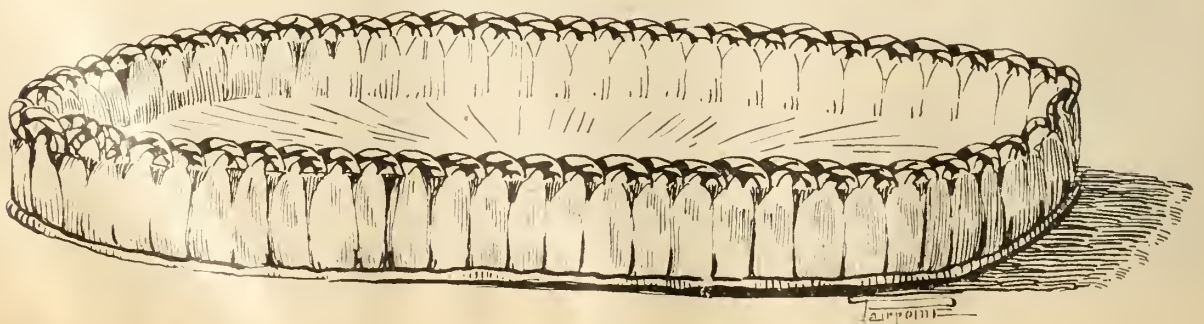
With a long shape like the flower-pot holder, it is a little easier to start the work if the end of the raphia is touched with paste or liquid glue and attached to the inside of the holder. Then wind

so the end will be covered, and each strand laps slightly over the one before. When the end of the strand is reached, wind the thin piece around the foundation two or three times and let the new strand cover it. Avoid knots in the raphia, as



they make the work untidy. Fasten off by passing the end under the last few strands, and cut off.

When the holder is covered a design may be formed by knotting a piece of raphia about every



three strands around the holder one-third of the way down.

When this simple object is done successfully, a little flat box can be made that is odd in shape and quite simple to do.

For the foundation cut a circle of cardboard

twisted rope of raphia of two colors may be sewn in place, and a finer one put round the top.

Another odd box can be made from the same problem by using two eight-inch circles, making one of them with a little larger central opening than the other. When these are covered sew to-

gether the large edges of each, and make the largest opening the bottom of the box, to be finished with a covered circle sewn in place. This object is very attractive if a knotted design is used for both parts of the box.

For first practice in using the double foundation make an elliptical table mat. Cut two pieces of card the same size, with holes in the centres.

If the width of the card from the outside edge to the centre hole is one

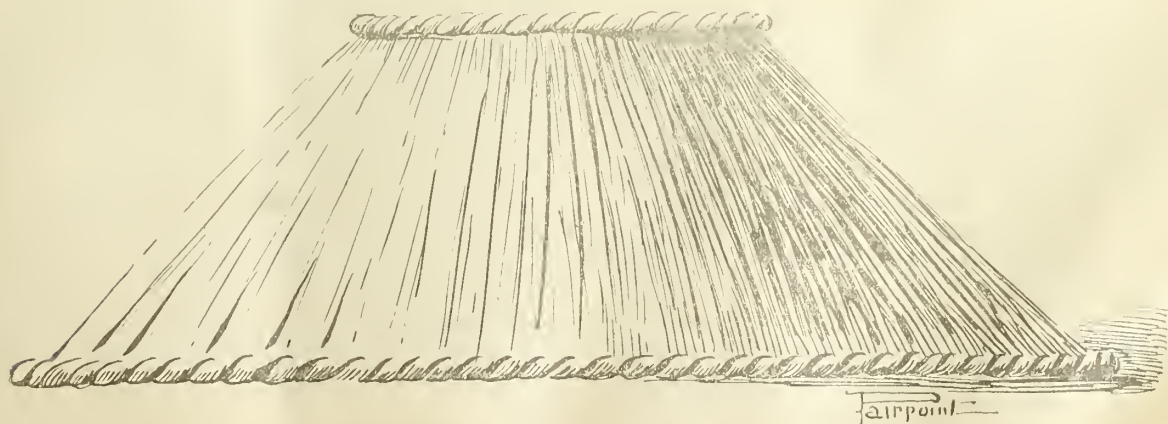
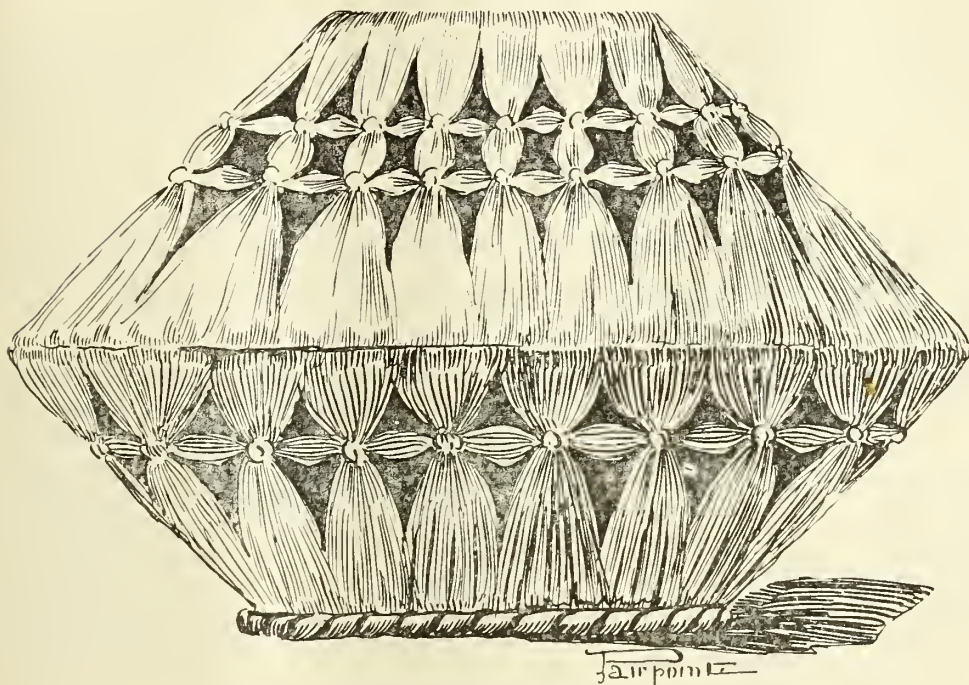
about eight inches in diameter, with a smaller one cut from its centre about three and a half inches. Next cut the circle in half along one of its diameters. Lap the cut edges over each other as if a lamp shade was the object to be made, and fasten together with a few stitches or with gummed tape. Cut another circle of card about six inches in diameter, or the size of the largest circle of the piece just made. This needs a hole in the centre. Cover both pieces of card with colored paper, and wind the slanting form in the same way as was used for the flower-pot holder.

The circle for the bottom of the box is wound through the hole in the centre and over the edge until completely covered. When the winding is finished, sew the two parts together with sewing cotton. Where the edges join, a thick braid or

and a half inches, a piece of raphia double that length and with two inches added for the ends will be needed, making pieces five inches long. Have each pupil cut a number of these before beginning to wind.

Put the cards together and pass one of the five-inch strips through the hole in the middle, bringing the ends together at the outside edge, and twist tightly. Do the same with the next strand; then take the first twisted end and pass beyond the second, and press down between the two pieces of cardboard. This will leave a series of loops to finish the edge.

When this process is understood, a very pretty and serviceable tray may be made by a combination of the two methods.



Cut an oblong card six and a quarter by nine inches and round the corners, also cut a slit in the middle; then cover by winding with raphia.

Cut strips of card one inch wide and long enough to go round the edge, and arrange to have them double. They may be attached to each other at the lower edge if preferred, but the upper edge must be loose to admit of pushing in the ends of the raphia. These strips must be fitted to the bottom of the tray, and the ends sewn together.

Cut pieces of raphia about four inches long, pass round the strips, twist on the upper edge, and tuck the ends in, leaving a row of loops standing up. Sew the two parts together, and a braid of cord may be added round the lower edge if preferred.

This tray is not only a good piece of manual arts work and attractive to look at when finished, but it is strong and serviceable, and may be used as a pen and pencil holder for the desk or work table.

Character is formed not by laws, commands, and decrees, but by quiet influence, unconscious suggestion, and personal guidance. —*President Burton, Smith College.*

ORDER IN THE PRIMARY DEPARTMENT.

BY CORINTHA WHIPPLE.



PLEASE tell me, how do you keep order in your schoolroom?" was asked me by a young teacher recently.

The question is one that is easily answered, but had she asked me how may we keep our children always employed in school, the answer would have been far more difficult. If we could keep the children under our care always profitably employed there would be little need of discussing how to keep order. Now I presume that to persons who have not tried to keep fifty or sixty little wigglers busy, this would seem an easy task. But try it and the case seems different. But if we would save the child from temptation, he must be employed. No normal child will sit long doing nothing, and if the action is not directed he is very likely to do the thing we do not desire him to do.

What we consider "order" in our school must differ largely with the grade and the conditions of the school. What would be "good order" in the primary grade would not be order at all in the grammar grades or high school. In the high school we expect to hear the clock tick audibly all day, but in the primary this would hardly be possible or desirable. The children are built wiggly. Their physical well-being demands that they wiggle, and since this young teacher was interested in the primary room, that is the one we are considering.

However, there are certain conditions that will be found in every school and grade that must be looked after, such as destroying property, tattling, lying, using improper language, wasting time, and disturbing others who desire to work. Then in almost every school we will find the proverbial bad boy, the dull boy, the giggling girl, the impudent girl, etc. These and many other cases must be met and conquered, and the wise teacher will find the very best way to do this.

One of the first essentials to good order is patience. No profession calls for more forbearance and patience than that of the primary teacher. Nothing is ever gained by flying out of patience because our commands are not obeyed or our wishes granted. But wait until they are obeyed

exactly. For example, if the signal for dismissal is one tap of the bell (or better, a spoken word), for position, another for rising, etc., wait until all have heard the first signal before the second is given. There will be a temptation to walk back and help John into position, but this would not be the wisest way. It will be more effective to say: "I am sorry one little boy is keeping the whole school waiting," or, "I am sorry one little girl could not get ready to go out to play this time." It does not take a child long to learn what is expected of him. Then the infinite love and patience that is needed for the dull boy and the so-called bad boy. A gentleman took a seat by a lady in a street car where there were some boys who were making more noise than was pleasant for the passengers. The gentleman remarked: "Those bad boys, those bad boys." "When you say 'those boys,'" said the lady, "you mean all boys, for there are no good ones." On the contrary, after many years of experience in teaching, I am inclined to think there are no bad ones. That there are some who are a great trial to their teacher and turn her hair prematurely gray and bring wrinkles to her face, cannot be denied. But in most cases I wonder if their actions are not due to some other cause than that of badness. Often boys and girls are guilty of mischief and wrong-doing simply because they do not realize the effects of their actions. We must get acquainted with our boys and girls, for it is said that there is a reason for every act of the child. If this be true, it is the business of the teacher to find, if possible, what this reason is.

Then the teacher must use good judgment. All seeming offences are not wickedness, and he cannot treat all cases alike. There is a wide difference between a child's imagination and a lie. Oh, that we were wise enough to diagnose a child's mental and moral ills as well as his physical ills.

Even with very small children we must first gain their respect and esteem, and increase their own self-respect if we would expect perfect obedience. It is the business of the teacher in any grade to treat the children just as politely as she would their parents or a member of the school board, and she is no more excusable for treating them impolitely.

I think every teacher realizes the fact that there comes in every day periods that we might call

critical periods—periods when it is harder to keep order, and when the temptation comes to not try, more than at any other time in the day. But Paul must have had reference to the teacher when he said: "He that ruleth, with diligence," for the teacher does not dare to get careless for a single minute. If she does it may take hours to regain what was lost in that time. The first of these periods referred to is between the time the door opens and time for the session to begin. Another is when the children are entering or leaving the building. So much depends on the way the children are allowed to enter the building that to me it seems it should be done with military precision. But should they enter disorderly, the teacher must not get out of order, too, by losing patience. Remind them quietly that they have forgotten how ladies and gentlemen enter a room, and that it would not be wise to trust them to go out again until they have learned how to come in. Being deprived of one or two intermissions will do more to help them remember to come in in an orderly way than a scolding.

Since the child must move, let there be plenty of directed movement. There should be frequent

periods for motion exercises, to give the little ones opportunity to change position, to move about in an orderly way. Children love to sing, and the teacher should make much of this inherited quality, both to stimulate this love, and because of its soothing and otherwise beneficial effects on the tired and restless child.

Some persons seem to entertain the idea that a teacher is not a good disciplinarian unless she is having an "especial case of discipline" on hand frequently. On the contrary, a good disciplinarian will avoid all fuss and flurry in the schoolroom. She will know when it is wisest to be "blind" and when "to see." Often the best way to conquer a troublesome boy is to ignore his pranks. This, of course, takes tact as well as wisdom. But no teacher can have sufficient experience to tell another what to do in the special cases, and one can hardly have taught long enough to get to the place where she can say there is "nothing new under the sun" in discipline.

As I close I think I should have summed up all I had to say on the subject by saying: Be in love with your children and your work, give them sufficient healthful exercise and pure air, and aim to keep them profitably employed, and if your school is not quiet it will be orderly.—Ohio Educational Monthly.

MISS LACEY'S TALKS.

BY V. WINIFRED LACEY, M. PD.,
Ishpeming, Mich.

QUESTIONS ANSWERED.

We use supplementary readers in our schools, but I do not seem to have very good success. I do not know just how to use them. What would you suggest?
M. R. T.

The average set of supplementary readers for all grades differ in almost every school system, for the reason that such books are generally based on some particular set of basal readers. If it is your choice just which set you use during any term, I would suggest your becoming acquainted with the different sets and decide to use the set which is best arranged according to the vocabulary used in your set of regular basal readers. If that cannot be done, why not select a set which will not contain too many new words? The use of supplementary readers does not find favor with a great many primary teachers. The reason generally given is the fact that they would prefer to begin and finish the regular basal reader first. The more successful teachers who get excellent results in primary reading will tell you that the use of supplementary readers (alternate the reading classes, first basal reader, then supplementary) is one of the very best tests of actual results obtained. The child may learn a lesson and read it well from the basal reader and the teacher may feel sure that the child knows every word, but place the supplementary reader in child's hands during the following reading lesson and, although the lesson may be very similar and contain practically the same words as appeared in the basal reader, the child fails. This is one of the best proofs to the teacher that the work has not been done well, or that, perhaps, the child has learned the lesson from memory. It is a good plan to place the book in the hands of a child and let him read, without any assistance or development work. In this way a teacher will find the things she thinks have been made very clear in the word development class have not been as strongly presented as imagined. The

teacher who is willing and glad to learn will be surprised how much can be obtained through the supplementary reading of the primary class.

I have been asked by my school board and superintendent to make a list of supplementary readers for first, second, and third grades. I do not know what to suggest. Will you kindly offer some suggestion not later than the January copy?
H. J., Indiana.

The answer to M. R. T. above may be of some service, and in addition I would suggest that you first consider the kind of basal readers you use in your school system. Your school board and superintendent no doubt would want you to hold to the kind in present use. It would be wise to first write to the publishing house which publishes the set of your basal readers. Have them tell you and send samples of supplementary readers which they no doubt use as supplementary readers for your basal set. If not they will be glad to suggest what is used elsewhere with good success, especially where the same style of basal readers are used. You might also write to different publishing houses and see what they have to offer. Decide on the set of books which you think can be used to the best advantage with your basal readers and for the good of the children.

Please give a few suggestions for the work of Christmas, and also how to use supplementary readers in the first and second grades of a city school.

T. S. D., First and Second Grade Teacher.

You have no doubt read the December number of the American Primary Teacher, and found something along the subject of Christmas. Regarding the second part of your question, I think it is answered in the above replies to Indiana and M. R. T.

In the use of supplementary readers should the basal readers be used one day and the supplementary readers the next, or how would you suggest?
Oxford Township School.

Much better interest can be obtained by using the books according to the suggestions offered above. The children are more interested to have the alternate change.

Should spelling be taught in the first grade?

Virginia Teacher.

If your course of study requires spelling I would teach it. If it is optional, I would not suggest trying to accomplish too much with spelling. Some teachers would not, nor do not, consider the oral spelling of the base forms such as, and, it, ink, eat, ook, ing, at, etc., as spelling, and yet when it is considered, it is the very best kind of spelling. For further information on this part of the subject, I refer you to the American Primary Teacher of recent number containing the subject of phonics. By considering the spelling of base forms, it is surprising how much children even in the first grade learn. Without going into detail, we might say they learn not only the names of the letters, but also the base forms of a great many words found in both the average reader and speller. In this way they get a very good foundation in the first grade for the work which follows in the second grade. Formal spelling in the second grade is much easier for the child if he has had the oral spelling, base forms, and names of letters in the first grade. Children like to spell, especially orally, and when it is taught in an interesting way by the interested primary teacher.

My second-grade children love to draw for busy work. They ask for it continually, but I cannot draw myself, and so I feel handicapped to offer them the drawing material. What shall I give them?

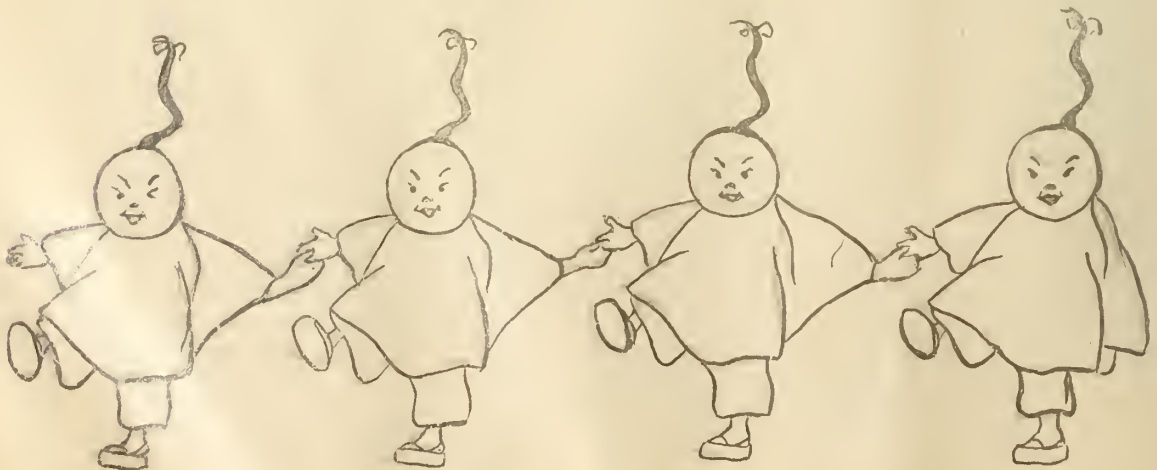
Second Grade Teacher, Whiting District.

There is no necessity for any teacher being handicapped for want of drawing material. The illustrated catalogs which are printed by the publishing houses are brimful of material for drawing work in the primary grades. Almost every primary paper contains the very best suggestions every month. The text-books are full of beautiful and simple illustrations. All such can be traced, copied, cut, and colored by second grade chil-

dren. The illustrated language cards as advertised by all publishing houses are very good for drawing purposes. You could use a mimeograph, or if you have not one, use ordinary carbon paper and make copies of some interesting yet simple drawing whenever you may happen to find one in a book, paper, or advertising material.

Our course of study is arranged so that it requires written language in the second grade. Do you think it should be given in this grade? When the children are trying to do this required written language they annoy me by asking how to spell words and how to make different letters while I am hearing a class. How could I improve conditions?
F. S. C., Plain Heights.

If your course of study requires you to teach written spelling, it is your business to teach it. Your superintendent no doubt knows why he requires such. It should be the business of every teacher in whatever school she may teach to teach what is required for that school, regardless of what is taught in the schools of another district. We should cater to the requirements and demands of the children and patrons in the district in which we teach and the district which pays our salary. Written work can be given most successfully in the second grade. If children ask how to write a word or a letter it can be easily remedied by just a little work on the part of the teacher. It is a good plan to have the script alphabet (both small and capital) in a most conspicuous place in the room. If you have not blackboard space to spare for such, get a strip of strong wrapping paper and write the letters with a small size paint brush, so that they can be seen from all parts of the room without straining the eye. This could be placed above the front blackboard. Another part of the board or another piece of paper could also be used to excellent advantage by keeping a list of words which give the most trouble and which are used in the language work. At first you will notice the children will refer to them many times during the day, but the fact that they can constantly see them soon fixes them so firmly in mind that they seldom look at them. When you find such a condition, change the list and have other difficult words appear. In this way you will not be interrupted and the children will get much assistance, which will show in the results obtained in their written work.



WHAT THE SCHOOLS MAY DO TOWARD THE PREVENTION OF FIRES.

In view of the fact that the loss by fire to the people of the United States during the year 1910 amounted to about \$235,000,000, and that a considerable percentage of this loss was the result of carelessness, ignorance, lack of intelligent forethought, and the failure to utilize preventive measures, it would seem the part of wisdom to awaken the younger generation, and through them, as far as possible, the older, to the importance of creating such an attitude of mind, adopting such precautions, and establishing such habits as will serve to prevent this terrible waste.

In line with this idea the state of Iowa, by proclamation of Governor Carroll, designated Wednesday, November 1, as Fire Prevention Day. The governor recommended that on this day time be set aside in all the public schools of the state for a talk by the teachers on the subject of fire prevention, calling particular attention to the great losses and dangers from fire and what children may do in the way of preventing them.

In conformity with this proclamation, Superintendent J. H. Harris of the Dubuque schools formulated the appended pledge, which was read in every schoolroom in the city, and each separate item amplified and illustrated by the teacher.

The language period for November 1 was given over to this work, and the following day the children reproduced, orally or in writing, the general contents of the pledge, with such additional comments and illustrations as might occur to them. In all these exercises the preventive aspect of the subject was emphasized, and the children were led to view the subject, not so much as a matter of what to do after a fire has broken out, as of what care and what precautions to take to prevent fire from breaking out at all.

As a result, a very widespread interest in the subject, both among the children and the parents, has been awakened, and there can be little doubt that, if the thought is reiterated at regular intervals, the number of fires in Dubuque due to carelessness, ignorance, and lack of forethought will be materially reduced.

The important thing is to create an "attitude" of mind toward these sources of danger,—fire, disease, and so on,—and through this attitude to cultivate the habits which are necessary to effect the desired results. The attitude of mind to create is that which puts prevention in the foreground of consciousness and makes it the standard for efficient behavior; the habits are the specific and concrete ways in which this attitude may be realized in conduct.

The fire prevention pledge, herewith given, is printed on cardboard, 6x9, in black-faced type, and after being read and commented on, as described in a previous paragraph, is posted in the schoolroom, where it may be constantly seen and read by the children.

FIRE PREVENTION PLEDGE FOR THE USE OF SCHOOLS.

1. I will never use kerosene oil for kindling fires.
2. I will not fill a lamp with oil after dark or by artificial light.
3. I will use only safety matches, and will always be careful to throw them, after they are used, in places where they can do no harm.
4. I will not throw matches on dry leaves or dry grass, or upon paper, or in any other place where a fire may possibly be started.
5. I will not use cotton batting or other flimsy decorations on Christmas trees or for other ornamentation.
6. I will do what I can to see that no oily rags are left around the house.
7. I will do what I can to see that old newspapers, wrapping paper, old rags, excelsior, and other dangerous material are not allowed to collect in the basement or cellar where they may be a source of fire danger.
8. I will not use gasoline for cleaning where it is likely to come in contact with any flame.
9. I will try to have everything neat and clean about the house, and will do whatever I can to prevent fires.

The Wear and Tear of Life.

The school is not expected to make artists or masters, is not to produce over-sensitive beings or over-developed minds, but it is responsible for preparing the pupils for the wear and tear of life, which is real, genuine, unabating. This preparation must be two-fold: To endure it and to enjoy it.

No child or youth is in any wise educated who is not ready to face life as it is. The best feature of football playing is the nerve it gives boys to tackle and be tackled, to rush and be rushed, putting every element of one's being into it. But you say it is dangerous. Yes, and in that is its only real virtue. It would mean little for a young man

to buck the crowd if he knew he could not get hurt, but it means much when he knows that out of that scrimmage he may be taken a physical wreck. I am not arguing for the game, but I am saying that it develops a phase of pluck of high order, a grit that is unflinching, and it were well if there were opportunities to develop the same nerve intellectually and morally, that our boys, at least, were given opportunity to leap into an intellectual or moral scrimmage with that same fearlessness.

The glory of the public school is that there is inevitably more or less of this preparation for the wear and tear of life, and it is well worth while to discover ways and means of heightening this feature of school life.—Canadian Teacher.

Games Indoors and Out of Doors.—(V.)

BY LAURA ROUNTREE SMITH,
CANDLE GAME.

(Book Rights Reserved.)

[The children choose one child to be the mother, and they choose the four Winds, and the two Brownies. The children all carry candles. The mother may light them, or only pretend to do so. The children stand in two lines, facing each other. The mother marches between the lines and goes to each one to light their candle.]

Mother.—

I'll light the candles in a row,
Both right and left before I go!

[Mother then passes out; enter North Wind.]

North Wind.—

I'm little North Wind, without a doubt,
I'd like to blow those candles out!

[All the children standing in lines pretend to blow out candles and say: "Puff, puff, puff," to get ahead of the North Wind.]

Mother (returning).—

Did North Wind blow the candles out?
What business had he to come out?

All.—

We all knew what we were about,
We blew "puff, puff," and they all went out!

[The mother now goes between again and lights candles again, and the same dialogue is gone through, only this time South Wind enters, saying:]—

"I'm little South Wind, without a doubt,
I'd like to blow those candles out!"

[The children go "Puff, puff, puff," as before. East and West Wind also try to blow out the candles, and recite the same verse, saying "East Wind" and "West Wind." Two Brownies enter, from opposite ends; they wave their arms up and down and blow the candles out.]

Brownies.—

We are Brownies, without a doubt,
We two can blow the candles out!

Mother (returning).—

Did Brownies blow the candles out?
What business had they to come out?

[All nod; those in two lines change places, and Brownies run to goal with mother after them. If she catches one she changes places with him; if not, she must start the game again. The game may continue any length of time.]

Time to Go.

THEY know the time to go!
The fairy clocks strike the inaudible hour
In field and woodland, and each punctual flower
Bows at the signal an obedient head
And hastes to bed.

—Dryden.

"If you are tempted to reveal

A tale someone to you has told
About another, make it pass,

Before you speak, three gates of gold.
These narrow gates—first, 'Is it true?'

Then, 'Is it needful?' in your mind
Give thankful answer, and the next

Is last and narrowest. 'Is it kind?'
And if to reach your lips at last

It passes through these gateways three,
Then you may tell the tale, nor fear

What the result of speech may be."

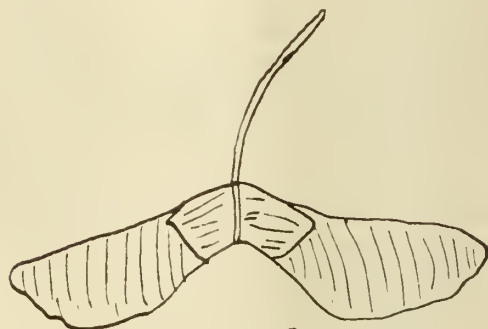
BRUSH WORK AND CUTTING.—(II.)

[To accompany Observation Lessons upon the Norway Maple.*]

EXERCISE V.—FEBRUARY.



N February the children having become skilful with the brush allow a second painting of the tree to be done. Upon a large manila sheet the teacher fills in with crayon, showing how to darken certain places in order to



June October



NORWAY MAPLE.—April.

prevent flatness of effect in the completed picture. Be very persistent about this working out of "shadowing," and soon all will catch the idea rightly. If there's an inclination to add smaller branches, allow the children to carry out whatever ideas any one of them may suggest. Often some child will ask if he cannot "put in some little branches." Paint in a "solid" wash below the tree trunk to "make the ground." If some one suggests adding roots, simply ask: "Do the roots of that maple on — street show on the top of the earth?" Afterwards "roots will stay out of sight."

EXERCISE VI.—APRIL.

In April the half-key "stands on its head," and each child should be able to picture it, using a full, finely-pointed brush for the outlining. If

*September American Primary Teacher.

EXERCISE XII.—MAY OR JUNE.

In late May or early June, when the blossoms are largest, examine them and have a cluster, from which part of the blossoms have been removed, painted. If unable to paint freehand, have outline pictures washed in.

EXERCISE XIII.—JUNE.

In June, after "baby" keys have formed, and while a few blossoms still cling to the cluster, most carefully examine specimens, using the microscope. After examination paint a "baby" key.



it were possible with all classes, it would be wise to have all the outline work done freehand and with the brush rather than to allow tracing and use of the pencil.

EXERCISE VII.—APRIL.

Following close upon the previous lesson will come one which develops the picture of the rolled-up "baby" leaves and the long root attachment. Examine first and paint afterwards, using the brush only. Accept whatever the result may be as the workers' best, for just here begins the difficult part of this series of exercises.

EXERCISES VIII., IX., X.—APRIL AND MAY.

These exercises comprise the examination of the next three stages of germination and their representation with the brush. In April and May these exercises will find a place.

EXERCISE XI.—MAY.

Just as soon (probably in late May) as maple leaves are of medium size paint the picture of a fresh green one, using the brush for outlining as well as washing in. If the ability of the class will not admit of so advanced an exercise, present prepared outlines which can be washed in.



NORWAY MAPLE.—May—June.

EXERCISE XIV.—JUNE.

Just before the close of the year paint the picture of a well-grown key, being careful to get the exact green and also to "shade in."

From the beginning save all the papers, and at the end of the year make them into a booklet. Use paper of uniform size, and, if desirable, group all the stages of germination upon one sheet; the blossom and "baby" key on another, and the June leaf and key together.

There can be developed a good deal of skill in arrangement if one will but be persistent; and fine results in shading can be gotten. If carefully worked up from October until June, the exercises in June may cover the painting of a bunch of keys, or a twig bearing a leaf or two, and very pretty covers this last sort of work always makes.

A child who has never seen so much as a running brook should not be asked to memorize accounts of the process of continental erosion and butte-formation by river action.

—David F. Lincoln, M. D., Boston.

TIMELY TOPICS.

AMERICAN REPUBLICS GAVE THANKS.



LOOKING back to Thanksgiving, one of the most interesting events of the day occurred in Washington. There are twenty-one republics in America, North and South. Some one conceived the pleasant thought of having the people from all those twenty-one countries meet together in a church service, give thanks for their mercies, and also pray for peace between them all. The meeting was held, and it was a great success. The church was beautifully draped with the flags of all these nations,—the flags of Chili, Argentina, Peru, Venezuela, Nicaragua, the United States, and others. Then the people of Panama sat in one part of the church that was set apart for them; the people of Costa Rica in another; the people of Mexico in another; and so on through the whole list. President Taft and others were there to represent this country. And they all gave thanks together to God for His blessings. Cardinal Gibbons led them all in their praises and their prayers.

HOME TO ITALY FOR CHRISTMAS.

The vessels that carried the Italians in America back to Italy to spend the Christmas holidays with their friends must have been crowded. The Ivernia carried 2,075 of them, the La Savoie had 1,600, the Koenig Albert and the Bremen 4,000. But the ships had no room for all who wanted to go. Hundreds were left on the docks, many of them crying like children because they could not be taken. But these were all taken by the vessels that sailed a week later. What a good time they must have had with their families and old-time friends when they got to their homeland across the sea. Here's a Happy New Year to all of them!

MIXTURE OF RACES IN BOSTON SCHOOLS.

A count was made by some government men of the scholars in the public schools of Boston and the races to which the parents of the boys and girls belonged. It was found that nearly all the countries of the earth were represented in the schools. Children of Irish parentage numbered 15,000; Hebrews came next with 13,000; Canadians next with 7,000; Italians, 7,000. But besides these there were Armenians, Chinese, Cubans, Greeks, Spanish, Turkish, Syrians, Hindus, Mexicans, etc., making in all fifty-three races represented in school. The native-born American children were 33,000, a little more than one-third of the whole.

GREAT TIMES IN INDIA.

The King and Queen of England have been doing something which was never done before in England's history. Some months ago they were crowned in London; but besides their titles of king and queen of Great Britain they were also emperor and empress of India. So they determined to go to India and be crowned there also. It was a very long sea trip, but they reached Bom-

bay safely. Then they went to Delhi, where they were to be crowned. They were met by great and joyous crowds of the native people of India, who seemed so pleased to have their sovereigns visit them. The Indian princes wore their gaily-colored robes and countless jewels. The processions were miles in length, with hundreds of immense elephants covered with scarlet and gold trappings, and carrying in the howdahs on their backs the honored guests. There is only one country in the world that could furnish such a singular and striking spectacle, and that is India. Of course it was a show, but it was a great show, perhaps the greatest that has ever been held in the history of the world. And it lasted a whole month, after which the new emperor and empress sailed away for England and home.

A WONDERFUL BIT OF RAILROAD.

Jutting out from the southern tip of Florida, and extending for about 130 miles to Key West, are scores of little rocky islands built up by coral insects. One day it occurred to Mr. Flagler—a great railway man—that he could build a railroad over these islands away out to Key West; and he has done it. It has taken many years to build, and has cost a pile of money, but it is just about finished. It will seem to the passengers a strange trip, for, as one sits in the train, it will seem as if he was railroading in the sea. For miles and miles he will see nothing from the car window but water. This new railway is to be opened up to traffic the first month of this New Year. It will be a great occasion. President Taft is to be present, and will ride from Miami to Key West on the first passenger train that will pass over this remarkable railway. Next to the Panama canal, it is the greatest bit of construction of anything on this continent.

WHAT THE GULLS THINK OF MAN'S WORK.

Down at the shoulder of Cape Cod men are busy building a canal from Buzzards bay to Massachusetts bay. Great steam shovels are at work scooping up the sand, and immense scows are carrying the sand away to make a great breakwater at Sandwich. As the men are at work myriads of gulls soar about over their heads as if they were inspecting what the men are doing. As they scream to each other, they seem to be making their own comments on the men's work. What are they thinking about as they fly gracefully over the new waterway? Do they wonder what it is being made for? Some day, if they live long enough, they will know when they see the vessels sailing lazily through it.

A SHIP'S CRY FOR HELP.

The other day the steamer Prinz Joachim sailed from New York for a cruise about the West Indies. She had a large number of American passengers. By some mistake, she managed to run ashore on a reef off Samana island in the Bahamas; but fortunately she had the means of

FRIDAY AFTERNOONS.

Our Motto.

BY CLARA FRANCES PERRY.

[Air: "Annie Lisle."]

We're a band of little children,
Gathered in this school.
We should learn our lessons daily,
And obey each rule.
We should always speak politely,
From wrong acts refrain,
And never, by an unkind action,
Cause another pain.

CHORUS.

Let this ever be our motto,
Though the skies should fall,
We will always do our duty,
And be true to all.

We should keep our hands and faces
Spotless, fair, and clean,
And no uncombed hair should ever
In this room be seen.
Then our hearts and conscience, also,
Should be pure and white,
We should scorn to do a mean thing,
Or to quarrel and fight.—Cho.

All our lives we must remember
To be firm and strong;
For the right to struggle bravely,
To resist all wrong.
And although each day we're tempted,
We'll be brave and true,
Thinking, speaking, acting truly,
All life's journey through.—Cho.

The Four Sunbeams.

FOUR little sunbeams came earthward one day,
Shining and dancing along on their way,
Resolved that their course should be blest.
"Let us try," they all whispered, "some kindness to do,
Not seek our own pleasure all the day through,
Then meet in the eve at the west."

One sunbeam ran in at a low cottage door,
And played "hide-and-seek" with a child on the floor
Till baby laughed loud in his glee,
And chased with delight his strange playmate so bright;
The little hands grasping in vain for the light
That ever before him would flee.

One crept to a couch where an invalid lay,
And brought him a dream of the sweet summer day,
Its bird-song and beauty and bloom,
Till pain was forgotten and weary unrest,
And in fancy he roamed through the scenes he loved best,
Afar from the dim, darkened room.

One stole to the heart of a girl that was sad,
And loved and caressed her until she was glad,
And lifted her white face again.
For love brings content to the lowliest lot,
And finds something sweet in the dreariest spot,
And lightens all labor and pain.

And one, where a little blind girl sat alone,
Not sharing the mirth of her playfellow, shone
On hands that were folded and pale,
And kissed the poor eyes that had never known sight,
That never would gaze on the beautiful light
Till angels had lifted the veil.

At last, when the shadows of evening were falling,
And the sun, their great father, his children was calling,
Four sunbeams sped into the west.
All said: "We have found that in seeking the pleasure
Of others we fill to the full our own measure,"
Then softly they sank to their rest.

—Selected.

Winged Words.

IF words were birds
And swiftly flew
From lips to lips
Owned, dear, by you,
Would they to-day
Be hawks and crows,
Or blue, and true,
And sweet? Who knows?
Let's play to-day
We choose the best;
Birds blue and true,
With dove-like breast!
'Tis queer, my dear,
We never knew
That words, like birds,
Had wings and flew.

—Selected.

Song of the Chickadee.

IST to the song of the chickadee
Perched in the top of the leafless tree;
Keen winds ruffling his breast of down,
Coat of gray with its trimmings brown.

Tilting aloft his black-capped head,
Giving a lift to his wings outspread,
Chickadee chirps: "Chickadee-dee-dee!
Got any crumbs to bestow on me?"

"Winter and summer I bring you cheer;
There's never a day in all the year
You may not hear me. I'm small, you see;
But I'm bright and active and full of glee."

From limb to limb then he hies away.
Out on the branches you see him sway,
Black cap bobbing about as he
Sings: "Chick, chick, chicka, chickadee, dee!"
—Boys and Girls.

Two Wishes.

ALITTLE lad at eventide,
Boo-hoo, boo-hoo,
Sat on his cot and vainly cried,
Boo-hoo, boo-hoo,
"I wish I was an owl at night,
I'd keep my eyes so round and bright.
I'd stay awake till broad daylight,—
Boo-hoo, boo-hoo!"

A solemn owl upon a tree,
Tu-whit, tu-whoo,
Sat nodding, oh, so sleepily,
Tu-whit, tu-whoo,
"I'd like to be a boy," he said,
"To creep into a downy bed,
And pull the covers o'er my head—
Tu-whit, tu-whoo!"

—Elizabeth Carpenter, in Kindergarten Magazine.

Bedtime.

WHEN the sun has gone to bed,
Shiny clouds around its head,
When the clovers go to sleep,
And the birds forget to peep.

I go slowly up the stairs,
Kneel and say my sleepy prayers;
From my bed against the wall,
I can hear the crickets call.

Every twinkler in the sky
Looks at me with merry eye,
They are little friends of mine,
Don't you think the stars are fine?

Mother Moon looks in to see
If I'm comfy as can be;
Course I'm not a bit afraid
With the sky-folks God has made.

—May Elizabeth White.

Wellington, Ohio.

Who Can Tell?

WHO can name me the wise old mother
In whose heart is the warmth of the sun,
Whose pulse beats as strong as the ocean,
Whose age has with centuries run,

Whose eyes gleam as bright as the star-shine,
Whose breath stirs with the murmuring wind,
Whose ears are attuned to harmony
Of a subtle and varied kind?

In dressing she has not a rival,
For her costumes the four seasons make;
Each searches the rainbow for color,
And in choosing makes no mistake.

Spring reveals in shower and sunshine,
Glittering needle and golden thread,
While a pale green garment she fashions
That with flowers is daintily spread.

Summer weaves an underdress gorgeous
Which she covers with filmy moonlight,
Then catches the folds in their places
With firebugs and butterflies bright.

Autumn's choice of goods is the latest,
With its rustle and changeable hues,
That compass the whole scale of color
Through yellows, reds, purples, and blues.

Winter's dress is of simple pattern
In coloring, white, gray, and dark brown.
The trimmings—iridescent beading,
Or the softest of snow-white down.

I know not in which she is fairest,
For I love her in each dress the same;
But I know she's a wise old mother;—
Who among you can tell her name?
—Louise M'Henry, in Kindergarten Magazine.

“There's a wonderful weaver high up in the air,
He weaves a white mantle for cold earth to wear.
With the finest of laces he decks bush and tree,
On the brown, barren meadows a cover lays he.
But this wonderful weaver grows weary at last,
The shuttle lies idle that once flew so fast;
Then the sun looks abroad at the work he has done,
And says: 'I'll unravel it all, just for fun.'”

—Selected.

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Book Table.

SYLLABUS OF A COURSE OF STUDY ON THE HISTORY AND PRINCIPLES OF EDUCATION. By Paul Monroe, professor of the history of education, Teachers College, Columbia. New York: The Macmillan Company. Paper. 87 pp. Price, 25 cents.

If all the people who are making suggestions for changes in schools and colleges to-day and who are offering advice on "education" were well read in the history of education, it is presumable that these suggestions would be more valuable than they now seem to be. Professor Munroe has here given a very thorough outline of a course in reading on the history and principles of education, with a great many references on all subjects. It should prove very useful in college courses and in private reading.

THE LEARNING PROCESS. By Steven Sheldon Colvin, Ph.D., University of Illinois. New York: The Macmillan Company. Cloth. 336 pp. Price, \$1.25, net.

This is an exceedingly interesting study of "The Learning Process" by one who has philosophical and scientific convictions, who is a master in modern psychology, but has here put these in the background while he presents the results of many studies by himself and others of the effect in real life of varied physical, mental, and social conditions and influences. Entirely aside from his own deductions, the body of observations, experiences, and studies of other experts is well worth the price of the book and the time required for the reading. The book is made up by the publishers in such a way as to aid the reader in getting the perspective. There is great use made of President G. Stanley Hall's famous volumes on "Adolescence." It is a most stimulating as well as instructive book for students, teachers, and the general reader.

EVENINGS WITH GRANDMA—PART ONE. The Davis-Julien Readers. By John W. Davis, district superintendent, New York city. For third-year classes. Boston, New York, and Chicago: D. C. Heath & Co. 290 pp. Price, 45 cents.

Last month we noticed "Sea-Brownie Readers" in the same series. The "Finger Play Readers," which we noticed some time ago, were the first of this unique, charming, and valuable series. "Finger Play Readers" are for the first year, Parts One and Two of "Sea-Brownie Readers" are for second-year classes, and "Evenings with Grandma" is for third-year classes. The "Sea-Brownie" volumes present a fresh and attractive series of nature stories, together with action lessons, games, and dramatic presentations. "Evenings with Grandma" contains classic tales and fairy stories, many of which have never before been used in school readers. The illustrations are highly attractive, and there is an important feature in the "Suggestive Questions."

FIRST LESSONS IN ENGLISH FOR FOREIGNERS IN EVENING SCHOOLS. By Frederick Houghton, Sc. M., principal of

Public School No. 7, Buffalo, New York, Cincinnati, and Chicago: American Book Company. Cloth. 12mo. Illustrated. 150 pp. Price, 40 cents.

There is an earnest demand for just such a book as this written by a man who knows what and how to teach, and written for ignorant men who want to learn. Like a child's primer, it is simple in form and teaches by objects, actions, facts, and repetition. The objects, however, are not children's toys, but saw, hammer, shovel—tools that a man uses in earning his living. So, too, with the actions and information matter, all relate to the interests of men at work. Beginning with the cardinal numbers and simple nouns, such as hand, finger, man, book, the student advances rapidly and uniformly, until in the last lessons he is reading connected paragraphs on history and civics.

THE THIRD READER, RIVERSIDE READERS. By James H. Van Sickle, superintendent, Springfield, Mass., and Wilhelmina Seegmiller, Indianapolis, assisted by Frances Jenkins, Decatur, Illinois. Illustrated by Ruth Mary Hallock. Boston, New York, and Chicago: Houghton Mifflin Company. Cloth. 256 pp. Price, 50 cents.

It is not often that a series of Readers maintains the attractiveness of the First and Second Reader as it progresses, but the Riverside Third Reader is as beautiful and as fruitful of interest as the lower books and imparts the same keen relish for the better things in literature. The illustrations are beautiful and suggestive of thought and action. The selections are a distinct advance on the other books without going above third grade ability or interest.

SHIRLEY'S TWO-PART SONGS FOR INTERMEDIATE GRADES. By John B. Shirley, supervisor of music, Upper Troy, N. Y. New York, Cincinnati, and Chicago: American Book Company. Cloth. 8vo. 112 pp. Price, 25 cents.

More and more are we impressed with the great strides made in music teaching in the public schools, and we owe the noteworthy advance in this branch almost exclusively to the publishers who have met every need by a new line of music books, and this is one of the most notable contributions to new activities on the part of music teachers. It is a book of simple songs for two unchanged voices, intended for sight reading by pupils beginning with the third grade. Both music and words have been selected from a wide variety of authorship. The music is bright and entertaining, and serves as an excellent means for the cultivation of two-part singing through actual sight reading. The harmonizations are simple, and yet harmonically rich in effect.

THE AMERICAN SCHOOL READERS—THIRD READER. By Kate F. Oswell and C. B. Gilbert. New York: The Macmillan Company. Cloth. Illustrated. 245 pp. Price, 40 cents, net.

This book keeps the pace of the lower books in all respects. The

language is that of children of the third grade, and the stories and sentiment appeal to them in every page. It is entirely safe for the most sensitive to read, and yet it is not childish, weak, or simple. Any third-grade child can read it, and every one of them will enjoy it and profit by it. The series is an important contribution to school literature.

Self Test for the Primary Teacher.

Primary teaching, really the work of the first three years of a child's school life, is almost merely habit development. It is discipline through directed activity, and activity in line with habits formed by previous direction. Change is the law of early child life, but "change" is not in any way opposed to "habit." The program is the teacher's law of teaching and exercising. That program provides the changes necessary to the well-being of the child. The change may in itself become a habit of the young child and part of his discipline through the school life.

Watch carefully for the best way of handling a situation. Not your way, possibly, but it may have proven itself the best way of getting results from large proportions in groups of children. It has been found a developer of disciplinary habits; try it; use it; use it expecting it to succeed; use it with pedagogical faith in our leaders. Have no exercise in your room requiring a command where a habit may have been formed. Habits are the mind attitude that make for culture. They are the law recognizing child's evidence of training. If your wall is soiled, your room noisy or littered with paper, your desks disorderly, your little folks always needing your look, or motion, or word, think honestly on the necessity of habit training.

Do you speak too quickly before you size up the entire situation? Do you see all and see nothing, as is the part of a wise habit trainer? Do your corrections correct, or are they merely your effort? Do you watch other teachers whose classes stand your test of correct habit training? Do you watch her for more than mere admiration, a shrug of the shoulder, or a personal feeling of praise or envy? Do you look for her keynote of success till you find it? Then do you build up your chord of rhythmic action on such a keynote?

We in the primary school are women; high school, normal school, college-bred women, perchance, but women. We are women standing before the city as teachers, leaders of young children. We touch the largest number of the school population. The city pays us in recognition of the disciplinary work we are doing with a part of its population most difficult to reach and almost omnipresent throughout its length and breadth. How are we working? There is no virtue in hard work. The virtue of our work, yours and mine, lies in the disciplinary results demonstrated in the child habits in this city of our choice as adult workers.—H. K. Y., in *The Teacher*.

A Game for Girls.

A game that girls of from eight to twelve can obtain a good lot of fun from is called "What shall I take to the picnic?" Probably mother remembers how it was played. Ask her. If she doesn't you can be let into the secret, but you mustn't tell any of your friends, or it would spoil the fun. Suppose you and a dozen or so of your friends are sitting on the front steps. You announce that you are going to give a picnic, and ask Betty Jones, who sits next to you, what she will take to add to the luncheon. Maybe she will say ice cream and cake. Well, she can't go, and you tell her so. If she had said that she would take butter and jam she could have gone. Why? Because these things begin with the same letters that her names do. So you ask all the others. Only a few will give answers that will permit an invitation being extended to them, and it will take the greatest part of the party a long time to catch the trick in the game.

Then there is the "Blind Man's Singing School." First you choose one of the girls teacher and blindfold her. Then the others sit in front of her, but not until after her eyes have been covered so that she will not know the position of any one. The teacher then tells the girl at the head of the line to begin to sing some popular song. She must only sing the first word. The next girl sings the second word, the third girl the third word, and so on up and down the line. The teacher can stop the song at any moment and try to guess the name of the girl who sang the last word. If she guesses correctly, that girl has to be teacher.

I Wish.

A dog saw a cat on the top of a high wall, and said: "I wish I could get up there! It must be so nice to sit up so high, but I cannot climb." And he was cross, and would not wag his tail.

Then he came to a pond, and saw a fish in it. And he said: "I wish I could live in a pond all the day! Then I should not be so hot as I am now." And he would not look at the fish, but shut his eyes, and lay down on the grass.

Then he heard the fish say: "Oh, I wish I could lie down on the fresh, green grass like that dog. It does look so nice and warm out there!"

The dog sat up, and went back by the road he had come.

As he went, he saw the bird, and he heard it say: "I wish I could play all day long like that dog, and have a house made for me to live in! I have to make a nest, and my wings are so tired! yet I must fly to and fro till it is done."

Then he saw the cat on the wall, and heard her say: "There goes that spoiled old dog home to get his plate of meat. I wish I was well off, and could get meat like him! I have had no food all this long day. I wish I was like that dog!"—Selected.

A Beaver's Day's Work.

A young beaver in Regent's Park gardens, London, was once placed at work upon a tree twelve feet long and two feet, six inches thick, just as the town clock sounded the hour

of noon. The beaver began by barking the tree a foot above the ground.

That done, he attacked the wood. He worked hard, alternating his labor with dips in his bathing pond. He bathed and labored alternately until 4 o'clock in the afternoon, when he ate his supper of bread and carrots, and paddled about in his pond until half-past 5 o'clock.

Ten minutes later, when only one inch of the tree's diameter remained intact, he bore upon his work, and the tree fell. Before it fell the beaver ran as men run when they have fired a blast. Then, as the tree lay on the ground, he portioned it out mentally, and again began to gnaw.

He worked at intervals all night, cut the log into three parts, rolled two of the portions into the water, and reserved the other third for his permanent shelter. The work done, he took a bath.

Odd Money.

The skins of animals were the earliest form of money.

Sheep and oxen among the old Romans took the place of money.

Oxen form the circulating medium among the Zulus and Kaffirs.

Tin to-day forms the standard of value at the great fairs of Nijni Novgorod.

In the retired districts of New Guinea female slaves form the standard of value.

Iron spikes, knives, spearheads, and brass rods are employed in certain parts of Central Africa.

Chocolate is still used in the interior of South America for currency, as are cocoanuts and eggs.

The archaic Greek money was in the form of thick, round lumps of metal, stamped with the given value.

Whales' teeth are used by the Fijians, red feathers by some of the South Sea Islanders, and salt in Abyssinia.

The Icelandic and Irish laws yet have traces of the use of cattle for money. Many Teutonic fines were paid in cattle.

In the early colonial times of 1752, tobacco and tobacco receipts were legal tender. Corn, and beans, and codfish also were employed.

The small, hard shell known as the cowrie is still used in India, the Indian Islands, and Africa, in the place of subsidiary coin.—Unidentified.

Menti-Culture of Beauty.

The latest idea among the beauty specialists is that good looks can be acquired to a large extent by "thinking beauty." Just as the late Mrs. Eddy's followers believe in mind-healing for physical ills, so are followers of the new beauty cult to concentrate their attention on facial charm. Behind this seemingly absurd notion there is no doubt a great truth. The mind certainly reacts upon the face as regards line formation, so why should not the converse be true? Temperament and character are undoubtedly stamped on the features as time goes on, so may not one, by cultivating the right temperament and character, actually influence one's appearance in time?

In this connection it is interesting to recall a remark once made to me by an old gentleman who had been a school manager for twenty odd

years. "I can always tell a teacher anywhere—it's the way they fix their mouths." He did not say whether the effect was pleasing or not, but his expression seemed to indicate the negative. If we do "fix" our mouths in ugly lines and curves, we ought, I think, to begin the course of menti-culture, which will modify, if not wholly cure, that defect. What do you think about it?—The Woman Teacher.

Admiral Schley.

There were four especially picturesque incidents in Admiral Schley's career.

Though a native of Maryland and with strong ties that might have attached him to the confederacy, when the Civil War found him a midshipman in the service of the United States, he stayed there and fought for the union.

In 1884, after Lieutenant Greely had been lost for two years, Commander Schley volunteered to take command of an expedition to go in search of him. The Schley expedition penetrated 1,400 miles through waters more or less choked with ice, and finally, in the very nick of time, found Greely and six of his men, barely alive, at Camp Sabine, Grinnell Land. It was a gallant as well as a lucky exploit, and was recognized by sundry honors awarded to him.

As commander of the Baltimore at Valparaiso, Chile, he bore himself with effective courage and dignity in a matter concerning an attack on American sailors ashore, which had like to have brought down on him the whole of Chile's navy.

Finally, at Santiago, when in the temporary and necessary absence of Admiral Sampson the command fell to him when the Spanish ships came out, he bore himself again with a credit which has gained under dispassionate examination in the years that have sped since July 3, 1898.—Harper's Weekly.

A Cat and Rat as Cronies.

An intimate friendship between a pet white rat and a big cat is reported by a correspondent of St. Nicholas. When the white rat was about two months old by accident a stray cat was allowed to enter the room. It was immediately expected that pussy would devour the rat. But there was great surprise when the rat, instead of showing fright and running away, ran toward the cat and nestled itself under the cat's warm breast. The cat is apparently as fond of this white rat as she would be of her own kittens. When they are fed they are given pieces of meat cut in strings. Each one gets hold of a string at either end and they try to see which can eat the most of it. The cat usually wins because she is the stronger. If the white rat is missing the cat hunts first in the wicker basket in which they sleep together, and then in every nook and corner, and sometimes in the cellar or attic until she finds the rat. Pussy and the white rat have been together now for a little over a year, and the cat is thoroughly responsible for this, for when stray cats come around to the back door she jumps out of her corner, shows fight and chases them.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received not later than the fifteenth of the month.

MEETINGS TO BE HELD.

February 9 and 10: Northeast Wisconsin Teachers' Association, Oshkosh; president, E. M. Beeman.

February 16 and 17: Southern Wisconsin Teachers' Association; president, Superintendent Clough of Portage.

February 27, 28, 29: Department of Superintendence of the National Education Association, St. Louis, Mo.

March 13, 14, 15: Central California Teachers' Association, Fresno.

March 22, 23: North Central Association of Colleges and Secondary Schools, Chicago; secretary, Thomas Arkle Clark.

April 3, 4, 5, 6: Spokane (Wash.) Inland Empire Association; president, C. A. Duniway, Missoula, Mont.

April 4, 5, 6, 1912: Alabama Educational Association, Birmingham; president, D. R. Murphy.

April 19, 20: Central Missouri Association, Warrensburg, Mo.; secretary, T. R. Luckett, Sedalia.

June 12-19: Thirty-ninth conference of the National Conference of Charities and Correction, Cleveland, O.; Alexander Johnson, Angola, Ind., general secretary.

NEW ENGLAND STATES.

MAINE.

EAST CORINTH. This exceptionally prosperous town a few miles out of Bangor has a vigorous academy which is also the public school, and the training which the young people get makes for manhood and womanhood as well as scholarship.

DANFORTH. This town had its first experience with a state educational campaign this season, and the teachers from Lee, Springfield, Kingman, and Prentiss came, and the citizens turned out in mass, so that the day and evening were as enjoyable as they were profitable.

MASSACHUSETTS.

BOSTON. By a change in ranking as junior masters, former instructors will have a minimum salary of \$1,476 instead of \$1,200 as heretofore, and masters' assistants will have as a minimum \$972 in place of \$900.

There were about 150 at the Massachusetts Schoolmasters' Club dinner at the City Club recently. President Luther of Trinity College urged that there be more economy of time in the school curriculum. There is too much waste when children go to school but one-seventh of the week for only half the year. He would change school hours and curriculums so that it would be possible for a student to finish professional school several years earlier

than now. President Gibbs of New Hampshire College set forth the importance and opportunities of agricultural colleges. Professor Collins of the department of pedagogy of Middlebury College discussed the problem of choosing a vocation, and he suggested practical ways for the school to help the boy in finding his place in the world. Harlan P. Amen presided at the meeting.

CAMBRIDGE. On December 4 Professor G. P. Baker delivered an interesting paper before the Modern Language Conference of the Harvard Graduate school on "The Pageant of To-day and Its Possibilities." After describing the revival of the pageant in England, due to the efforts of Louis N. Parker and of Mr. Lescelles, Professor Baker discussed the principles which should be followed in constructing a pageant, and the difficulties which the producer would probably encounter, illustrating his points by references to the pageants at Peterboro, N. H., and Thetford, Vt., in which he was directly interested. The greatest fault of the pageant, he thinks, is its tendency to become merely a series of tableaux, with no unifying idea throughout, thus, for New England towns, the scenes showing the Indians, the Puritans, the Revolution, the Civil war, etc., would be the same in one locality as in another, thereby causing the gradual stereotyping of these scenes, and, inevitably, the death of the historical pageant by reason of its monotony. This, he thinks, can be guarded against only by having unity, which, in the case of Peterboro, was furnished by the music of the lamented MacDowell, already at hand, and which in other cases can be effected by the appearance of members of the same family as characters in the scenes from one generation to another, or by some other means. This will help to prevent the pageant from becoming fixed in form. As a means of avoiding monotony in any single production, Professor Baker cannot emphasize too strongly the importance of music and dancing to relieve the tension of the dramatic scenes, for the best form of pageant has true dramatic action in the scenes, and is not merely a series of tableaux. The music and dancing should also help to interpret the dominant theme of the pageant. As to the players, Professor Baker makes a sharp distinction between the actor in a pageant and the ordinary professional actor. The pageant is distinguished by massing the players rather than by individual effort—there are no "stars" or "leading men"—and for its purposes inexperienced players are best. As a rule, the favorites of the village dramatic clubs fail as players in a pageant, because they think of acting, while the farmers and their wives live the parts they are playing. As evidence of this fact, Professor Baker said the greatest successes of his experience were won by a man of eighty and a man of sixty respectively, neither of whom had ever before taken part in any dramatic performance. In conclusion, after dealing with other problems involved, the professor said the prospective producer and playwright must have a great deal of patience and a good fund of humor, but that the artistic rewards would well repay the trouble and expense of the production.

GRANVILLE. The teachers of the Granville, Tolland, and Southwick schools had a visiting day of more than usual interest recently. District Superintendent J. S. McCann planned the trip to the Westfield Normal Training school for a special study of the teaching of English. Principal Winslow gave a talk on the methods and results of the work in his department.

GREENFIELD. Superintendent Richardson is trying out an interesting experiment in arithmetic instruction in the Federal-street school. He is testing the value of the indirect theory of instruction. The new plan eliminates the study of arithmetic as a separate subject, and there is devoted to its study no definite period each day when principles and examples are given of the various processes which need to be learned. In place of this an effort is made to introduce, incidentally with their subjects, problems of a mathematical sort which relate to the particular studies taken up. The course has been carefully worked out by the teachers, and is now being given a thorough try-out in six grades.

LEOMINSTER. The Leominster Teachers' Association has as president John C. Hull, principal of the high school; vice-presidents, C. H. Walker and Miss Frances N. Morrell; secretary, Miss Florence L. Howe; treasurer, Miss Eda F. Edgecomb.

MELROSE. The principal of the high school, Lorne B. Hulsman, has established an employment bureau at his school. Pupils of the school desiring employment afternoons, Saturdays, holidays, and recesses file their names with the principal on blank forms stating preferences, if any, for the kind of work. Principal Hulsman gives the pupil a rating based on the amount of study, standing in class, and scholarship marks of the pupil. Those at the head of the list are recommended first when applications are made. There is considerable interest in Mr. Hulsman's experiment, which seems to be working successfully.

SPRINGFIELD. Among the activities of the schools here of recent interest are the successful experiments with the open-air and open-window schools, and the plan for correlated art and handiwork instruction devised by the supervisors of drawing, manual training, and sewing in co-operation with Miss McConkey, supervisor of the primary schools. At present this latter plan is practiced in only the first five grades, but it will eventually be introduced in all the grammar grades.

* The manual training work for boys in the grammar grades has been arranged on new and what promises to be a better schedule.

RHODE ISLAND.

PROVIDENCE. At the meeting of the Rhode Island superintendents on December 9 certain important subjects were considered, among them the truancy law and industrial education legislation.

A new twenty-nine-room school building is being planned to occupy the site of the present Bingham-street school. The cost will probably be in the neighborhood of \$240,000.

CONNECTICUT.

HARTFORD. The Hartford board of school visitors voted not to dispense with religious exercises at the opening of the morning sessions. The Catholic Transcript of Hartford is as glad as any other good people in the city: "Catholics, while not allowing that one creed is as good as another, cannot look with pleasure on the disappearance of all religion from the schools."

MIDDLE ATLANTIC STATES.

NEW YORK.

ELMIRA. A lecture course is being supported here by the board of education primarily for teachers, but offered also to any of the public who wish to attend. Among the speakers are Max Eastman of Columbia, Dr. Barnes, and Assistant Superintendent Edson of New York city.

PENNSYLVANIA.

READING. This city had the largest board of education in the country—sixty-four—until this year, when it was reduced to nine by the new school code.

SCRANTON. Charles Welsh, one of the most prolific writers of good books for children, an English author who began publishing in 1877, is now making his home in this city. He announces his two hundred and first story book for children.

ALTOONA. The board of six school directors has passed into history here, and the new board, consisting of nine members, has been organized here according to the new school code provisions. William F. Eberle was elected president, and David S. Keith, formerly superintendent, vice-president.

PITTSBURG. Dr. C. B. Connelley, dean of the School of Applied Industries at the Carnegie Technical schools, has also been supervisor of the industrial schools of Pittsburg until he was elected as one of the board of education of fifteen of Pittsburg, to accept which he had to resign the supervising position and surrender the salary. He will be succeeded by A. D. Alexander. The teaching force recently gave Dr. Connelley a banquet and an elegant clock in testimony of their high regard.

CENTRAL STATES.

WISCONSIN.

REEDSBURG. A. B. Olson of Eagle River succeeds A. B. Clifton as superintendent here.

RACINE. The school authorities have been investigating the candy and chewing gum which is consumed in such quantities by the school children.

NEBRASKA.

KEARNEY. The normal school of this city is outlining Teachers College work under two courses, a junior college and a senior college. In each there are forty required subjects and forty electives.

MISSOURI.

ST. LOUIS. According to the tentative program of the National Council of Education, which will

meet in this city on February 26, 28, and 29, the following subjects will be discussed: "The Culture Element and the Economy of Time in Education," "Special High School Preparation of Candidates for Normal Schools," "Problems Relating to the Health of the School," "By What Standards or Tests Shall the Efficiency of a School or of a System of Schools be Measured," "Rural School Education—Needed Changes."

KENTUCKY.

LOUISVILLE. This city is falling in line with other cities in preparing open-air school quarters for anaemic, under-grade, and delicate children. Three sites are being considered for an open-air bungalow school with porches running around the entire structure.

ILLINOIS.

CHICAGO. Mrs. Young has been re-elected superintendent by a unanimous vote of the school board. There is considerable significance in her re-election. At the same meeting the board voted to open school buildings as social centres in the evening, where the boys and girls may find innocent interests—dancing, dramatics, and moving pictures.

KANSAS.

TOPEKA. The expenditure per pupil on average daily attendance in the schools of Kansas is \$33.63; expenditure per pupil on average daily attendance in the schools of the United States as a whole is \$31.65. The expenditure per capita of total population of Kansas is \$5.20, while per capita total population of the whole United States is only \$4.45.

MINNESOTA.

MINNEAPOLIS. Arthur Fleming Benson, principal of the largest school in the state, is one of the most popular of institute lecturers.

INDIANA.

SULLIVAN. W. R. Curtis of Crown Point has taken up his work as superintendent here.

MICHIGAN.

LANSING. The Michigan State Teachers' Association has commended the action of the regents in extending the practical side of the teaching of pedagogy in the university by working in connection with the Ann Arbor high school and the schools of the city. Beginning with the next semester those seniors who expect to take up teaching in the fall will alternate with the regular teachers on the city staff.

SOUTHERN STATES.

TENNESSEE.

NASHVILLE. Contrary to expectations, the colleges of the South will not participate in the distribution of the \$1,500,000 which remains in the treasury of the Peabody Education Fund, at present anyhow.

GEORGIA.

ATLANTA. This city has several new school buildings. They are all modern, safe, sanitary, and, what is rare, pleasant to look at. Architecture has been appreciated as an important factor.

ATHENS. Chancellor Barrow of the University of Georgia is confident that work on the new \$40,000 building for the school of pedagogy will be finished before the new year. This building was made possible by a gift from the Peabody fund.

OKLAHOMA.

Miss Rosalie Pollock of Salt Lake City has become primary supervisor with Superintendent W. H. Brandenburg. She is one of the best known primary workers in the country.

GUTHRIE. The Oklahoma state board of education has adopted a three-years' course for the teaching of agriculture in the graded schools of the state, and has readopted the text-books used last year in connection with this study.

ALABAMA.

BIRMINGHAM. The State Normal school board is planning to erect a model school building as a part of the normal school equipment according to the Educational Exchange. The advantages of showing those who plan to teach what sort of a workroom they should have are manifest.

MISSISSIPPI.

November 17 was celebrated as Public Health day by the schools and the people by proclamation of the governor, in which he called upon all schools, colleges, and other educational institutions, and public institutions of every kind, and the public generally, to join in the observance of Friday, November 17, 1911, as a special Public Health day, devoting a part of that day to improvement of sanitary conditions of buildings and surroundings, and at least one hour to a program devoted to consideration of matters pertaining to improved public health conditions.

"During the present generation immense progress has been made, not only in surgery, largely through improved knowledge and aseptic treatment of wounds, but also, through a more perfect understanding of the causes, remedies, and methods of prevention of the various preventable diseases which have done so much in the past to bring expense, suffering, and death to mankind. Yellow fever, smallpox, and some other plagues, by skilful pre-

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"The state and federal government, aided by public-spirited and philanthropic individuals and organizations, are doing more and better work in Mississippi now, and have been for several years past, than ever before in its history. Improved health conditions mean longer life, happier life, busier life, less suffering, more fruitful labor, and greater and more prolonged happiness and prosperity to the individual and to the state. Every good citizen should contribute to the onward march of the public health movement, by studying, encouraging others to study, observing and enforcing those rules and practices that prevent and remedy those evil conditions which result in human misery and death, from preventable causes. Wherever such work has been done wisely, thoroughly, and persistently, public health has improved, the working capacity has advanced, suffering has been diminished, and the average of human life has been extended both in cities and in the country."

TEXAS.

The state of Texas with an enrollment of about 175 students in the various departments of the University of Chicago last summer had probably the largest state delegation there. Among the teachers were Miss Etta May Lacy, instructor in English in the College of Industrial Arts at Denton; Mrs. Anna I. Blomquist, in the Tyler high school at Austin; Miss Orby Craxton, who teaches domestic science in the Pilot Point high school; Miss Leah Bell Andrews, teacher of German in the Austin high school; Harry M. Jones, of Fort Worth, who is specializing in chemistry; Miss Elizabeth W. Baker, head of the department of English in the Dallas high school; Miss Louise F. Blair, principal of the high school at Alvin; William S. Branderburger of Mason, who teaches German in the Waco schools; Miss Margaret E. Cafer of Gainsville, who is assistant in history in the West Texas State Normal school; Walter F. Dougherty superintendent of schools at Marlin; Charles G. Duncan of Loraine, who is principal of the Midlothian high school; Henry A. Foster, instructor of mathematics and history in Terrill high school at Dallas; Rupert W. Fowler, instructor in English in the University of Texas at Austin; Herman H. Guice, principal of Stamford high school; Miss Gertrude K. Lipfelt, instructor in modern languages; Miss Laura M. Mahard, professor of English and history in Holiness University of Peniel; Miss Mattie Mitchell, teacher of English in Wheelock high school; Miss Mary C. McKinley of Crowley; Miss Victoria Newton, teacher in the Midlothian high school; James E. Northcutt, professor of Greek and Latin in Texas Holiness University at Peniel; William M. Pearce of Santa Anna; Miss Clara Rowe of Dallas, teacher of English and Latin in Big Springs high school; Miss Edna Rowe, head of the department of English in Dallas high school; Miss Louise M.

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Director, J. L. LOVE, formerly of Harvard, Invites Correspondence and Personal Calls.

Spaeth, tutor in German at the University of Texas; Miss Ruby R. Terrill, teacher of Latin in Central high school at Dallas; Miss Louise L. Temple of Galveston; Sterling P. Williams of Hamilton, who teaches history in Allen Academy at Bryan; Miss Una L. Works, teacher of Latin in Waxahachie high school; Miss Gertrude Lovell of Hillsboro, principal of the primary department in Central Texas College at Blooming Grove, and Miss Edith C. Symington of San Antonio high school.

NORTHWESTERN STATES.

OREGON.

EUGENE. H. C. Baughman of Springfield succeeds W. B. Dillard, who resigned as county superintendent of the Lane county schools. Superintendent Dillard has accepted a position in the state school superintendent's office at Salem.

Timely Topics.

[Continued from page 192.]

calling other vessels to come and help her. She sent off a wireless message telling about her trouble, and it was not many hours before the Segurana and the Vigilancia answered her cry for help, and took off all her passengers safely. It helps us all to understand what a wonderful thing this wireless telegraphy is, especially in hours of accident. It certainly helps to make life at sea much less dangerous than it used to be.

QUESTIONS.

1. How many republics in the Americas? 2. How many of them can you name? 3. Try. 4. In what city did people from them meet? 5. On what day? 6. For what purpose? 7. What about the many flags? 8. Who represented our country? 1. Why do many Italians go back to Italy in December? 2. Name some of the vessels and how many they carried. 3. Could all get on board who wished to go? 1. What city had its school pupils counted recently? 2. What country had the most scholars? 3. How many did it have? 4. What people came next? 5. How many? 6. How many races in all were found in the

AN AGENCY is valuable in proportion to its influence. If it merely hears of vacancies and THAT is something but if tells you about them THAT it is asked to recommend a teacher and recommends you that is more. Ours RECOMMENDS

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schools? 7. Can you name some of them?

1. What great people went to India recently? 2. Why did they go? 3. Where were they crowned? 4. Were the people glad to see them? 5. How were the princes of India dressed? 6. What large animals were in the procession? 7. Did you ever see an elephant? 8. Would you like a ride on one?

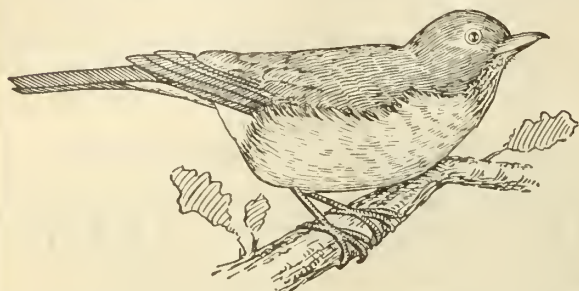
1. Where is Florida? 2. What built the little islands off its southern coast? 3. Who built a railroad on them? 4. How many miles long is it? 5. Where does it end? 6. When is it to be opened? 7. Who is to have a ride in its first train?

1. What are they building down at Cape Cod? 2. What is a canal for? 3. Between what two bays is this canal to be? 4. What birds see the men at work? 5. Did you ever see the gulls? 6. Are they great flyers? 7. What do you think the birds thought of the large new ditch?

1. What vessel ran ashore recently? 2. On what island? 3. Where was the ship going? 4. How did she cry out for help? 5. What is wireless telegraphy? (Ask teacher to explain it a little.) 6. Did other vessels come to her help? 7. Were any of her passengers lost?

Annette Fairchild.

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Memories of Louisa M. Alcott.

To sit in the beautiful home of John Pratt Alcott, the son of Meg and John Brooks and the last of the "Little Women" circle; to turn and find oneself surrounded by the intimate associations of Louisa Alcott's domestic life: her chair, her books, the sewing-table beside which she knitted the army socks and cried because she could be only a hospital nurse instead of a soldier, on it the old paper-cutter—doubtless the dagger of early attic tragedies—everywhere, at every turn some pregnant souvenir; then directly above among a bevy of "Amy's" Concord sketches, her own portrait at the age of thirty, painted for the first readers of "Little Women"—who would not have turned with me, all impulse to pour out a girlhood's wonderings?

"Yes, it was very like her at the time," Mr. Alcott smiled generously as I opened fire—"but"—turning with a backward wave of his hand—"that was her favorite—a much later one—and the original of the photographs she always gave to girls."

Quickly my eyes followed and caught the changes of maturity. The look of the first high spirits softened, the flash of the eyes deepened to kindly insight, the nostrils less sensitive, the large, well-cut mouth still generous, if less hasty, and the quick smile here tempered to a fine humor and very gentle melancholy.

"And was she as lovely as that?"

"Yes," replied Mr. Alcott, cheerfully settling down to answer questions, "but no picture could ever show the real charm of Aunt Louisa's face. It was all expression. At the slightest humor her eyes would flash and her whole face brighten; and at any sorrow or trouble every line

would soften and always her hand would go out. Aunt Louisa's whole life was spent for others. Through all the struggles of her girlhood—exactly those of "Little Women"—her life's ambition was to help her home ones. When, through her pen, this was at last realized they never knew an ungratified wish. She would allow no one to suffer if she could relieve him, even at her personal loss. Her interest in boys and girls was a sort of ruling passion. Many a young struggler has been helped by her generous sympathy, and returned, in success, to thank her when she had almost forgotten the kindness."—Harper's Bazar.

Pure English for Children.

The Woman's Home Companion for last September contains a strong article urging parents to use more care in teaching children to speak pure English. Following is an extract:—

"One of the causes of bad English is the disrespect which children are permitted to feel for each other. The sacredness of personality is not taught them and they are allowed to badger each other, and to make each other ashamed of all distinguishing peculiarities. Disrespectful nicknames are permitted—very different things these from the affectionate little home names—and conversation, instead of being the medium of friendliness between brothers and sisters, becomes as prickly as a cheeroke-rose hedge.

"Undue familiarity between fellow students breeds the same disrespect and cheapness, and young folk who indulge in these insolent jocularities extend their impudence until it

includes their fathers and mothers. To be sure, this impudence may be mixed with affection. A boy may call his father 'the old man' and still love him; he may say, 'the mater will kick' if he does such and such a thing and be ready, all the time, to devote his life to his mother; but he has lowered his own standards by talking in such a manner. He is becoming, imperceptibly, not only less a gentleman, but less a man of character."

Does an Education Pay?

In answer to the question "Does an Education Pay?" a recent article in Success puts it in this forcible manner:—

"Does it pay to learn to make life a glory instead of a grind?

"Does it pay to open a little wider the door of narrow life?

"Does it pay to add power to the lens of the microscope or telescope?

"Does it pay to know how to take the dry, dreary drudgery out of life?

"Does it pay to taste the exhilaration of feeling one's powers unfold?

"Does it pay to push one's horizon farther out in order to get a wider outlook or clearer vision?"

To read the English language well, to write with a neat, legible hand, and be master of the first rules of arithmetic, so as to dispose of at once, with accuracy, every question of figures which comes up in practice, I call this a good education. And if you add the ability to write pure grammatical English, I regard it as an excellent education.—Edward Everett.

Governing Easily.

Not all teachers govern easily and smoothly. There are a great many teachers who are unable to pass judgment upon their own government of a given school, or upon their general ability to govern. In most cases where complaint is made that the school is not well governed, the teacher, as a matter of course, charges up conditions to pupils and their parents, or to neighborhood troubles. Easy control of a school comes in the main from the mental make-up of the teacher. It is hard to impart in any way to another the ability to govern without friction. It is much easier to tell what not to do. And after doing that, one may well doubt the efficacy of the advice he has given. But people often give advice when they know it will be neither understood nor followed.

Don't begin by expecting trouble. If you confidently expect trouble, you will not be disappointed.

Don't make your government a matter of exercising personal authority. There will be other heady members.

Don't allow conditions to annoy and fret you. If conditions are unsatisfactory, proceed to make them better.

Don't wait until conditions are so bad that change is next to impossible. Stop trouble just before it occurs.

Don't be forever governing. The smoothest government is scarcely realized by either pupils or teacher.

Don't argue with pupils about their faults. All that some pupils desire is a chance to argue and dispute.

Don't expect pupils to be offended when you correct them. Talk and laugh them out of such foolishness.

Don't recognize any aristocracy of age, friendship, or social position. The common herd will recognize and resent it.

Don't look upon bad conduct as a personal injury. Very likely the offender had forgotten all about you.

Don't tell your pupils that their bad conduct would hurt your feelings. That incentive may not appeal to them at all.

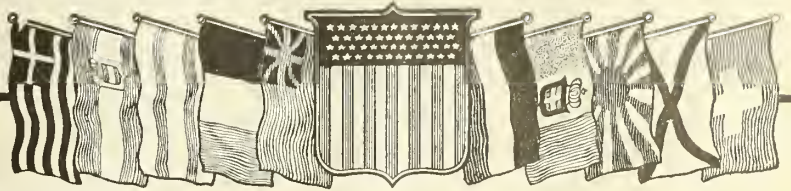
And after examining the preceding ten "Don'ts," don't expect to have an orderly, well-governed school if you are so constituted that you are unable to judge with some degree of accuracy in what condition your school is as to its government.—Interstate Schoolman.

Thoughts for the Teacher.

While you are conscientiously pegging away at your daily program, what are the pupils at their seats doing? The program for seat work should be as carefully planned as the program for recitations. Real teaching conserves and concentrates at every turn.

If mental activity must have motor expression, what reason is there for the boy or girl who sits idle in school to be quiet and law abiding? One respects the intelligence of the person, young or old, who cannot find contentment when there is nothing to do.

It is a good practice for teachers occasionally to sit at the children's desks, and get the point of view of the pupil. The seats and the light deserve much care of the teacher.—School Education.



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A True Story.

One day my grandmother went to the pump to get some water, and, having filled her pail, she noticed a great many small sticks floating in it. She did not know how to account for them. Every time she pumped water, out came sticks again. For a long time the matter remained a mystery; one day my grandfather saw a wren fly out of the pump.

"Now," thought he, "I have got the rogue." So he peeped into the pump, and found that the wren had been trying to build a nest in it; and at each pumping the timbers of her house, if we may call them so, were shaken off into the water.—The Nursery.

Young Eagles.

An eagle lives from eighty to 160 years. The young birds are driven forth by their savage parents to pro-

vide for themselves as soon as they are able to fly. No training is given them by the old bird. That is left to their wild instincts, which hunger and necessity develop. There is no "going back to the old home" for the young eagles. The mother bird tears up every vestige of the nest, and if they emit plaintive shrieks, the old birds dart at them and push them off the crags or rocks, and thereby make them take to their wings. It takes three years for a young eagle to gain its complete plumage strength.—Presbyterian.

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this affair was managed, I am very truly yours."

From a New Jersey superintendent:

"Permit me to thank you for your service in securing for
us Miss ——. She already has shown that she merited your
confidence. We are looking for a first grade teacher and a
second grade teacher. If you have some one that you can
recommend with the same confidence that you did Miss ——
please put us in communication with them."

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"I have been very much pleased with the work of your
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this part of the country, and I appreciate your services very
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AMERICAN · PRIMARY · TEACHER

Vol. XXXV.—No. 6.

FEBRUARY, 1912.

A. E. WINSHIP, Editor.

LOOKING ABOUT.

BY A. E. WINSHIP.

IN CALIFORNIA.

California never loses its charm for me.

For the third time in nine months I have come to the Pacific coast. For the eighteenth time I am here.

So well do I remember my emotions when in 1875 I saw my way clear to come to California! Of course, it was to be my last as well as my first trip across the continent! That I could come again was unthinkable. That was nearly thirty-seven years ago, and still I come, and literally I am more amazed in the third trip in 1911 than I was in 1875. The wonder grows. Literally, the Pacific coast is farther ahead of the Atlantic in all that is distinctively best than it was then.

In 1875 I did not come to Southern California. There was no railroad in here from anywhere. It would have meant about 400 miles of stage ride or tumbling about in the dinkiest kind of a boat down the coast.

Now there are three distinct lines by which one can come into Los Angeles from Chicago without change of cars and he can luxuriate in sumptuous dining car service.

Out of the desert into San Bernardino! No language signifies anything to anyone who has not found himself, as by magic, suddenly among the balmy palms, the tracery of the pepper trees, the giant eucalyptus, the gray olive orchards, the gold and green of the orange trees, and with the poinsettia, the most brilliant of winter flowers in all America.

For better or for worse San Bernardino is, and is likely to remain, the commercial centre of the pioneer cities of the tropical oasis of Southern California. It prefers business to luxury, hustle to comfort, energy to peace.

REDLANDS.

Within half an hour's ride of San Bernardino on a street car, one finds himself in Redlands.

Nowhere is municipal personality more attractively emphasized than in Redlands.

Name anything that you would like by way of comfort, peace, luxury for home, society, or safety,

for men, women, and children, and you will find it in Redlands.

Not a saloon within eight miles, not a drug store in which men of questionable taste can loaf, not a shady building or street of ill repute. Negatively, Redlands is ideal.

Here, also, is the largest proportion of American-born citizens of any place of ten thousand in the country. Here are literally the most people who attend Protestant churches regularly and

bear their part of the expense of any city in the country. Here is the largest amount of money in church property that is paid for. Here, also, are more homes costing above \$10,000 than in any other equal population. Here, also, are more fruit trees in their prime per acre than in any other place. I do not care to attempt to prove these facts by way of comparison with Riverside or Pasadena. Any one of these cities, or any one of several other cities, older and newer, in Southern California has enough of all of these attractions to satisfy the most fastidious, but apparently its youth has given it some

advantages over its older rivals. There does not appear to be any nook or corner of Redlands that is not well groomed.

It was a pleasure to find that one of the most famous residences for beauty of buildings, grounds, and location, of floral luxuriance and orchard delicacies, is that of Alex E. Frye, one of the widely-known school men of America. They say in Redlands that this is not only one of the best places there now, but that when Mr. Frye's plans of landscape and architecture have materialized it will be one of the handsomest places on the Pacific coast.

It seems like a "far cry" to the joyful days when Will S. Monroe was at Pasadena, Charles H. Keyes at Riverside, and Alex E. Frye at San Bernardino! Surely there were never happier socio-professional days among any body of men I have ever known than were those.



GRACE STRACHAN,
Who led in the fight for equal
pay, New York City.

CHILDREN'S LITERATURE.

BY MARY E. S. ROOT,

Librarian Children's Department, Providence, R. I.

(Address before Maine State Teachers' Association.)



THE little boy of "a long time ago" went to school in a monastery. He had no school books, though in his monastery there were beautiful parchment books worth, as he well knew, the price of house and lands. With the advent of the printing press the little boy had his first book. Its fair white surface was protected from grimy little fingers by transparent horn, its edges bound by copper and the whole suspended by a cord from his neck or waist. The next contribution to the little boy's library was a three-fold card, called a battledore. His range of reading was not widened, but there were marvelous pictures in the shape of wood cuts added.

Not many years elapsed, however, before the little boy began to get something that his soul craved. Chap books could be bought from those wonderful chapmen for a penny apiece. Since the chapbook days the wheels of the printing press have been busily humming, adding their contributions to the history of children's literature. We have had in successive stages the didactic Edgeworth books, the dreary Sunday-school books, the informing Rollo, the sensational Optic and Alger, the driveling Elsie, all with their adoring army of little followers, but all now placed in the dungeon of disfavor by the credential committees.

The child's book of to-day which is before the credential committee is, as to numbers, legions. Teachers long ago gave up trying to keep up the pace in reviewing and turned to librarians. Librarians are beginning to be buried in the ocean of the output; books poor, indifferent, good, beautiful, alluring, and compelling. Educators having convinced the world that reading was a necessary part of education and that the child age, being the impressionable, retrospective, believing age, is the one age when the reading habit must be acquired, it is a foregone conclusion that the publishers find books written for the children marketable.

Plutarch is rewritten with a skilled hand, or the Iliad re-edited, or some really excellent book of travel, nature, or biography presented, yet barring books of this type, the great mass of modern fiction for children shows little imagination, no genius. There are now on the market six different sets all claimed by their publishers to be indispensable to a child's library. "The Children's Hour" is perhaps the best, but why waste money on sets? Books in series are far too plentiful, the one aim being to make the book salable by the thread of continued interest running through the book, regardless of whether the author has her inspiration or not. Boy scout stories are growing plentiful, while the projection of an automobile or an aeroplane into a story is sure to add zest.

Many are the stories about children, yet not for children. Charming as these stories are, children should not be presented to themselves as subjects for study, and the author who is talking to the parent over the shoulders of the children is for the adult reader.

The aesthetic story is on the whole the best, yet overdone. Compare, however, one of our best and yet most wholesome football stories of to-day with the old Optic book of yesterday and the balance is overwhelmingly in favor of the former. One does not hesitate to say that while the boy of long ago, treading his straight and narrow ways by laws as unchangeable as the stars, suffered too much from religion, too little sympathy, too few books; the boy of to-day in his model school building and his public library with its wealth of books, his welfare the sympathetic concern of the home, school, church, and many school agencies, might result in a "molly-coddle"—suffer from too much specialization and too many books.

Keeping the closest censorship over this selection of fiction for children, there is yet much probability that a boy and girl of to-day may go on indefinitely reading Barbour, Dudley, Pier, Tomlinson, Alcott, Richards, Deland, and so on, all books touching the plane of their daily experiences, and never once happen on a book above his or her level. Sharing a part in that history of the development of children's literature there are certain fine and undying tales, folk tales, myths, legends, stories such as Robinson Crusoe and Gulliver's Travels, never primarily told for children, yet taken over by them, which we cannot afford to have pushed one side by this overwhelming flood of juvenile fiction. Librarians are attempting to meet the situation by setting aside these books as a little model library, choosing books not only for their literary excellence, but for the attractiveness of the editions. They are publishing lists of books suitable for Christmas gifts and are talking early and late before mothers' clubs, yet are covering only a limited area.

Living in a university city, where there is also a state normal, four high, sixteen grammar, and seventy-four primary schools, with six schools for backward children, opportunities for the study of results in children's reading are not slight. With an ever popular children's library there are yet each year certain college students who have to stop their work and go back to read "The Jungle Book," or Dickens' "Christmas Carol," certain high school pupils who have never read "Robinson Crusoe" or "Treasure Island," grade pupils who do not know Grimm or "Alice in Wonderland," and there is a very large proportion of primary school pupils unheard from as readers. The child who naturally loves books or whose parent or teacher does is the one who comes into his heritage, but

for the masses it is not sufficient that a librarian, a third, or a sixth grade teacher should care greatly about this matter, but that there should be splendid team work of each librarian and each grade teacher pulling shoulder to shoulder if permanent results are to be reached.

This requires first of all a decision as to what the elect few books are to be, for few they must be. The personal equation must enter largely into any one choice, but there are universal favorites which will appear on every list. Their selection is based upon the value of the story as historic children's literature, its richness in imagination, humor, or setting, outside of the experience of the American girl or boy of to-day. The editions are chosen with much care, being not necessarily the most sumptuous and expensive, but the most attractive. To illustrate, the teacher may wish to read her Mother Goose from the Welsh edition, but she will be glad to let her children see the Mother Goose cut in silhouette by Katherine Buffum and she will want Caldecott's "Hey diddle diddle" for a picture book. Caldecott is a master craftsman in the making of picture books, and there is a lesson in good taste which he presents which is out-classed in the book shops to-day by the demand for the dreadful Buster Browns or Katzenjammer kids of newspaper fame. She cannot possibly do without the "Nonsense Books," for the "owl and the pussy cat" and the "jumbles who went to sea in a sieve" are far too delightful people not to know in pinafore days.

Is it asking too much, if librarians will supply the books, to ask teachers to interpret them to those children whose lives we cannot touch? Would it be possible to have set periods for reading aloud every other day? A book as a lesson is not to be tolerated, tearing literature apart by piece-meals, but a book read for the joy of the reading by a sympathetic teacher is as an oasis in a desert. Will the teacher enjoy it? I do not know whether anywhere in that long catalog of things required for an ideal teacher there is a command, "She must love books," but I know that "She must have the saving grace of humor." There is fun to be had bubbling over in the Brownies, the Tar Baby, the Peterkins, not to include the fine sweetness and loveliness in Stockton's humor as shown in "The Minor Canon," "Old Pipes and the Dryad," and a host of other alluring writers. Will the children like it? Do you know that most vivid picture of a boy's mind painted so cleverly and humorously by Edmund L. Pearson in his "Believing Years"? If you have not read it you will want to do so. The small boy's teacher basely devotes the last hour of the last day of school to a lesson in Colburn's arithmetic, and the boy says: "I wanted to know if Ed Mason (was next but one behind mine) was going fishing to-morrow morning. Mr. Colburn wanted to know if 3-5 of a chaldron of coal cost eight dollars, what is the whole chaldron worth? I did not know what a chaldron was and I have never found out, but I saw we were in for an uncomfortable hour as soon

as Miss Temple said 'Take your Colburn's arithmetic and sit up straight.' We thought regretfully of another teacher we had once had. She would have read to us the adventures of 'The Prince and the Pauper' and that was altogether better than fretting us about the price of coal. Never in my life have I wished to know the price of coal, but if I ever have such a wish, doubtless the dealer will tell me right out."

The boy with his soul out-of-doors can still have all the magic and the mystery of the open brought into his schoolroom through the Jungle Book.

We are living in an age when the cry is for the utilitarian education. Our boys must be trained in school to be good workmen, our girls to be capable housewives. That workman, however, is most successful who is best able to create, and even the food of a cook who has no imagination must in time pall.

Once upon a time "O my best beloved, the dog was wild and the cow was wild and the sheep and the pig was wild, as wild as wild could be. Of course the man was wild, too," and they lived in the "wet, wild woods," but the man had that blessed gift, imagination, and as a result we have civilization. This is what I feel like saying to every mother who says "I do not wish my child to read fairy tales."

We may teach our children to be skilful with their hands, but the truth must not be lost sight of, that a richer and finer development along lines is possible for the boy who has known good books than for the boy who has none or mediocre ones.

Force your library to shoulder the responsibility of supplying you with the books, but hold yourself honored that you may be the doorkeeper to a world which not only brings to a child quickened imagination, but widened experience, nests of pleasant thoughts, and ultimately solace and satisfactions.

THE CHILDREN'S BOOK SHELF.

BY KATHERINE D. BLAKE,
New York City.

"The librarians of this country ought to get together and arrange a little set of books for children that will take the place of Dr. Eliot's five-foot shelf of books for the older ones. It should be a short list, not more than twelve books for each year of childhood, but they must be books that will inspire our twentieth-century children to higher ideals than those of the nineteenth century. The books must be interesting, cultivate the imagination, and teach courage; that first, because without courage we have none of the other virtues. They must be particular about the fairy tales they choose for the youngest children."

In the discussion which followed it was clear that Miss Blake was misunderstood, so in closing the discussion she spoke as follows:—

"If in my opening remarks I said anything that could be construed as meaning opposition to fairy tales, let me contradict it emphatically. I object, not to fairy tales, but to the wrong kind of fairy tales. Nothing could be more beautiful

than the old folk stories. They all teach courage and truth and the fundamental virtues. No one appreciates more thoroughly than I the gift of imagination. I am inclined to think it is the best gift of the mind. It lies at the root of all sympathy. Science herself accomplishes little unless imagination companions her. But it must be a trained imagination. We must not give our children fairy stories merely because they are fairy stories, but because they are the best and most beautiful stories that can be found; stories with world truths in them and world morals; stories that shall show them that courage and truth and love are the guideposts to happiness. It is our duty to see that no hours are wasted on false ideals that must be lived down as the child grows, or that may never be lived down, as is the case with our money-mad financiers of to-day.

"Our children should also be guarded against the vice of over-reading, and it is a very real and dangerous vice. People who read 'to pass the time away' deaden their faculties and squander the hours that are so precious if rightly used. Librarians ought to watch the children who change their books too frequently, and talk with

them and communicate with their parents, for a surfeit of reading dulls the mind just as a surfeit of food lays low the forces of the body.

"The imagination of the twentieth century child should be developed first by the world folk stories gathered from all sources, Scandinavian, German, Russian, Japanese, African, as well as English; then on through the Arthurian legends and the stories of chivalry and nobility in the history of the past till their eyes are opened to the poetry and romance of present-day life and to the civic responsibilities that must be theirs ere long.

"So I pray that you librarians, with your intimate knowledge of what children like on your bookshelves, where they have freedom of choice, will come to the aid of the teachers by selecting a tiny library of the best dozen books for each year of childhood, twelve books that shall touch children's hearts the round world over, north and south, east and west, occident and orient, and make a bond that shall bind them with the same lofty ideals into the world-wide brotherhood of man." —From her paper at the N. E. A. in San Francisco.

PRIMARY STUDIES IN LITERATURE.—(V.)

BY ANNA WILDMAN,

Philadelphia.

Birds! Birds! Ye are beautiful things,
With your earth-treading feet and your cloud-cleaving
wings;

Where shall man wander, and where shall he dwell,
Beautiful birds, that ye come not as well?
Ye have nests on the mountain, all rugged and stark,
Ye have nests in the forest, all tangled and dark;
Ye build and ye brood 'neath the cottager's eaves;
And ye sleep on the sod, 'mid the bonny green leaves;
Ye hide in the heather, ye lurk in the brake,
Ye dive in the sweet flags that shadow the lake;
Ye skim where the stream parts the orchard-decked land,
Ye dance where the foam sweeps the desolate strand;
Beautiful birds, ye come thickly around,
When the bud's on the branch and the snow's on the
ground;

Ye come when the richest of roses flush out,
And ye come when the yellow leaf eddies about.

QUESTIONS AND SUGGESTIONS.

Make two lists of birds, one naming all those of which you have heard, the other naming those with which you are familiar. What does "cloud-cleaving" mean? Can you think of any place where there are no birds? What do "rugged" and "stark" mean? If you have ever seen a mountain, tell all that you can about it. Are all mountains "rugged and stark"? Name some birds that dwell high up on the bare mountain crags. Have you ever been in a forest? Tell or write all that you can about one, or at least about

a wood that you have seen. Name some forest birds. What are "eaves"? What birds like to live under the eaves of houses or of barns? Name some birds that make their homes on the ground. What is "heather," and where does it grow? What is meant by "the brake"? What are "flags"? Name some birds that live on the borders of lakes and rivers. Tell what line eleven makes you see, hear, and smell. What words mean the same as "desolate strand"? Name some birds that like to fly out over the ocean. What does line twelve make you see, hear, and smell? Name the birds that visit us at each season of the year.

Who is the author of these lines I do not know, but they seem to me well worthy of a place among "Primary Studies in Literature." Even when presented without comment, they have found appreciation in a class of small children. One brown-eyed laddie of six or seven thought them beautiful, and, of his own accord, used what seemed to him one of the especially fine expressions in an original sentence. The possibilities for detailed study in a poem of this kind are so great that there may be danger of doing too much. Before the child's enthusiasm for the poem as a thing of beauty shows the first sign of dying out, the wise teacher will pass on to a new subject.

BY BESS B. CLEAVELAND.



MOTHER PLAY IN PRIMARY GRADES.—(VII.)

BY BERTHA H. BURRIDGE.

THE KNIGHTS.

"The truth that no life stands alone
Lies hid in baby's soul;
Long ere he learns its pain and strife,
He feels the encircling touch of life,
And yields to its control.

"So shall the touch of other lives
Help and uplift his own.
Strong in himself he'll learn to be,
Yet glad that human sympathy
May bind all hearts in one."



ROEBEL says: "The mounted knight expresses free self-determination, free mastery of the will. Through his control of the steed he also presents symbolically the mastery of the rude powers of Nature. Hence, in the prescient phantasy of childhood the knight stands out a clear-cut image of ideal freedom and beauty."

Since the knight is thus, in a certain sense, the embodied ideal of childhood, boys and girls alike value what he values and strive to become the thing he commends. In this relationship of childhood to an ideal knight or hero are rooted three of the mother plays.

A child is incited toward the pursuit of the good by the respect, consideration, and honor

shown to the good in others. Every distinction bestowed upon another—which seems to him a merited distinction—rouses him to emulation, spurs him to effort.

Where can we find a better example of true knighthood than "the first American gentleman," our own George Washington?

"Napoleon was great, I know,
And Julius Caesar, and all the rest,
But they didn't belong to us, you know,
So I like George Washington the best."

Some one has said God loved George Washington and gave him hard things to do to show how great he was.

Washington was very brave; he was a noble and fine-looking man. His very face seemed to tell a story of an inner life pure, strong, and deep. It seemed to say very plainly:—

"I have held fast to duty,
I have learned to obey."

Introduce the story of George Washington as that of a boy who loved his home, his friends, and his country, and who showed this love by doing brave and kindly things. Tell many stories of his childhood and youth, bringing out his strong traits, bravery, kindness, truthfulness. Tell of the influence of his mother, to whom, owing to

the early death of his father, much of his real character training was due.

Passing to manhood by story and illustration, tell of his life as surveyor, soldier, citizen, and statesman.

Explain how, after the war was over, people remembered how wise and brave he had always been; they thought he would govern the country well, so they made him the first president.

Tell them of the city that was named for him, and that the president of the United States always lives there; tell them of the great monument, with its many memorial stones, erected in memory of him in that city. Mention the many towns, counties, streets, parks, public buildings, etc., which bear his name.

What must a person do to be thus remembered and honored?

REFERENCE BOOKS.

A First Book of American History, Edward Eggleston.

"The Story Hour," Kate D. Wiggin.

"Old Glory," A. E. Maltby.

"Red Letter Days," Hall-Lennox.

"Outlines for Primary Classes," Cannell and Wise.

The First School Year, Thomas.

The Second School Year, Lilley.

STORIES.

"How Cedric Became a Knight," Children's Hour.

"Story of Washington," Mary E. Seelye.

"Story of Our Flag."

SONGS.

"America"; "Star-Spangled Banner"; "Marching Song," by Gaynor; "Wave Our Bonny Flag."

PICTURES.

Stuart's "Washington"; "Washington and Horse"; "Martha Washington"; "Mount Vernon"; "Greek Statues"; "Sir Galahad."

"Yet has no month a prouder day,
Not even when the summer broods
O'er meadows in their first array,
Or autumn tints the glowing woods.

"For this chill season now again
Brings, in its annual rounds, the morn
When, greatest of the sons of men,
Our glorious Washington was born."

—William Cullen Bryant.

CLEVER MANAGEMENT OF AN INCORRIGIBLE.

BY THE AUTHOR OF "PRESTON PAPERS."

A New York school principal, whose record as grade teacher is at least somewhat longer than that which she has made since her promotion, recently managed a case with a "finish" in strategy which would have done credit to an older officer:—

A girl of fourteen, who was "lawless," but not malicious, just simply irresponsible, was making a great deal of commotion in the class from time to time, disturbing the more serious-minded and leading in levity among the less orderly element.

"Send her to me," said Miss ——— privately to her grade teacher; "not to-day; perhaps not to-morrow, but soon: as soon as the cumulative charges warrant it."

Within a few days Miss Mischief came into her principal's office, full of youthful exuberance, her eyes dancing, her spirits high. For a few minutes no notice was taken of her advent, the principal being busy with routine work at first, and then sending word to certain grade teachers: "Please don't want Susy M—— if she comes asking to be received in your class," but arranging with another, to whom she intended having the girl go last of all, to take her conditionally.

"Why are you here?" was the first inquiry, in a tone of hurt surprise, gentle and kind, but with no hint of condoning evil. When Susy began: "Emma Davis——," the principal interrupted: "I am not asking about Emma Davis. Speak of yourself and of your own conduct only. Why are you here?"

Susy, sobered, recited actual facts. The kind, but unrelenting, judge listened and meditated as Susy grew grave. Then she turned to the culprit: "I can't send you back. That would be unjust to your faithful teacher. I don't want you in the

assembly room, because you won't learn anything there, and so would fall behind your grade. Besides, that might advertise you as unruly, which I don't want to do, but those who saw you there would get a bad opinion of you. I can't have you here, as this is my private office; and I don't want to send you home. Where can you go?" wisely putting the burden of result on the girl.

"Maybe Miss So-and-So would take me," Susy finally suggested timidly, and with a serious light in the eyes where mischief had so lately shone.

"Maybe she will. Please find out and report to me, for I'm worried about you," kindly, and the principal turned to her other work.

Hopefully the culprit started; but no, Miss So-and-So had five more than her number now, and didn't wish any others. Slowly Susy walked back to Miss ———, and so reported.

"Very well. Try some one else, then; and let me know if you can find a place for yourself," intending that the lesson should be salutary, but stop short of humiliation, which it did, for when Susy presented herself at the room where her anxious principal had made secret provision for her temporary reception—"Why, yes; I have room for another girl of just the right sort. Come in!" was the cheery answer to her inquiry, and a "struck bargain" was effected in a few seconds.

Susy was so overjoyed to find some one who really wanted her and who would give her a place with other orderly girls—whereas she had previously been only tolerated—that she actually sobbed in announcing the fact to her principal; and had she not been dismissed to gather up her books, etc., in order to make the change from one room to another, she might have seen a mist shining in the other eyes, and the expression of great relief at the success of the principal's experiment in dealing with mischievous children.

CLAY MODELING.

BY IDELLA R. BERRY,
Kirksville [Mo.] Normal School.



T the present day one sees many advancements in the different phases of manual training where the training of the hand is not apart from the mind, but a co-worker with the mind. One of the most important aspects of

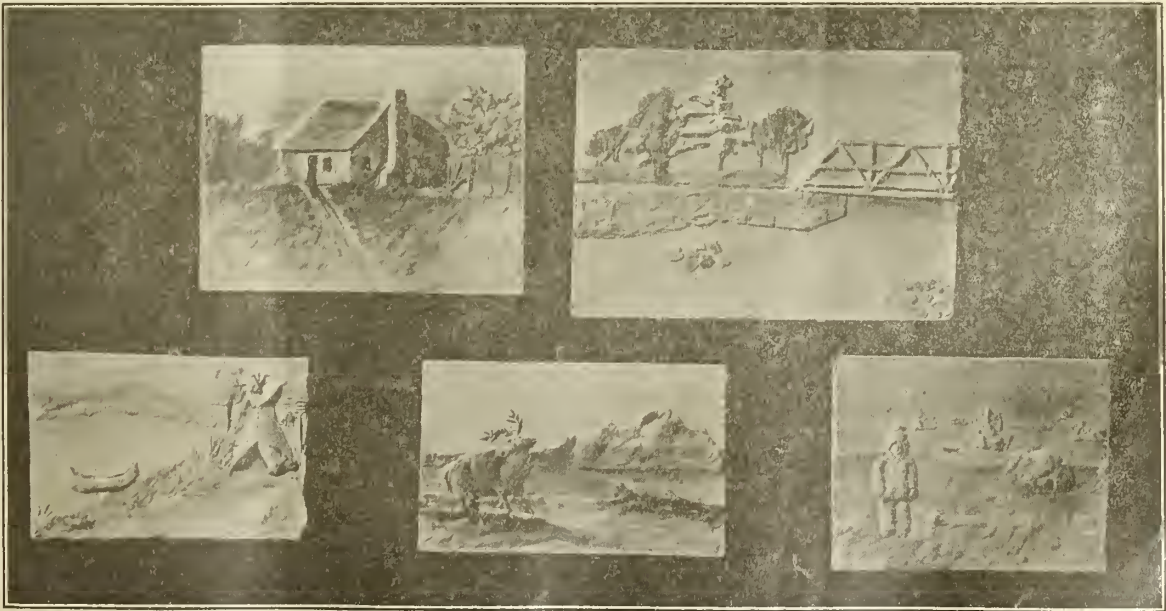
This arouses in him a sense of power which quickens his imagination and controls him unconsciously, for he feels his relationship to his surroundings. And when the teacher is precise in exacting the best work from the child she will inculcate in him a spirit of exactness, for he will



No. 1.—Dogs. Eskimo and sled. Igloo with Eskimos entering. Catching birds with net.
No. 2.— Catching a seal. Spearing a walrus. Shooting seals. Ship among icebergs.

these phases is clay modeling, which enters largely into other arts, literature, history, geography, and nature. Thus, when the child begins to model in clay, he finds that this plastic material easily yields to his touch in forming the image that he has in mind, and he begins at once to think and to reason, for he feels a unity between himself and his work.

feel the truth and he will think the truth, which has its moral uplift. In the illustrations given, the two friezes were worked out by the third-grade children in the study of the Eskimo life. Each child selected his phase of the subject, and he modeled his ideas into the desired form on the clay bat. Then the bat was casted in plaster of Paris, and a repro-



First Row.— A pioneer's hut. A view of Normal lake and bridge.
Second Row.— Home of Hiawatha. A stag at bay. Eskimo scene.

duction made into the bas-relief. After the individual reliefs had been made, the casts were arranged according to land scenes and water scenes. Then two long friezes were produced from these which were tinted by the children, and were hung upon the walls of the schoolroom.

I was intensely interested in the progress, for I studied the individual child in the highest form of activity of the mind, while he put his feeling into muscles, eyes, and hands to reach his own end. For instance, in the lower frieze, the child who reproduced "the catching of the seal" was asked why the kayak was tipping. He informed me that when the Eskimo was pulling in a big seal the kayak would have to be tipped.

In the next scene, "the spearing of the walrus," when I asked the boy why he made the Eskimo so small, he replied: "Why, a walrus is a big creature, bigger than the elephant, and a man looks like a little boy when he is near it." The boy who reproduced the "shooting of the seals" would adjust the gun, make the hole, and then work on the seals. He would daily persist in repeating the act. I said to him one day: "Victor, why don't you work on some other part of your picture?" He said: "I want to kill some more seals first." I could see how his imagination was entering into the activity with the hand.

The second group of pictures were modeled by normal students in the hand work class. These young teachers selected their own subjects, which showed an advanced improvement over the crude efforts made by the children.

Now these bas-reliefs make a very satisfactory form of schoolroom decoration, and they have great possibilities in teaching idea of beauty. And they should be constructed in correlation with other subjects, such as geography, history, language, etc., which makes this phase of hand work more valuable, for not only is the power of expression developed, but the individual character developed.

Now this bas-relief should be worked by the grade teacher, for she can plan the correlation better than the special teacher, who ignores relationship on account of time, and thus works independently. If the grade teacher tries to correlate when there is no feeling of interest among the children she will lose the value of the work, for they must have a nucleus to work from, and they must be saturated with the subject first, before they can shape their ideas into form.

Thus the teacher should acquire as much skill as possible, and she should study the practical part of the work which should manifest itself into the daily environments of the children. And it is evident that clay modeling can fill a unique place in any scheme of education.

Note: The directions for making the bas-relief are found in the *American Primary Teacher*, September, 1910.

The School Nurse.

It is less than nine years since the first school nurse was employed, and already there are 415. The first school nurses were employed in New York city in the last days of 1902. Now they are almost a necessity.

The Sage Foundation is promoting the employment of school nurses, and in their pamphlet, No. 101, on "What American Cities Are Doing for the Health of School Children," gives prominence to the school nurses:—

"The nurses are especially valuable in reducing the number of exclusions of children from school on account of minor illnesses. Many of these when properly treated by the nurse in school do not prevent the regular attendance of the child. The trained nurse greatly enhances the success of the work of the school physician in improving the health of the school children. She aids the school teacher in detecting the first signs of approaching illness. She sees to it that all excluded cases are placed under treatment as soon as may be, so that there is the least possible loss of time from school and interference with education. She treats those cases which would for various reasons receive no attention at their homes. She assists the school physician in the clerical work of recording the results of the physical examinations which he conducts.

"In many cases it is also found feasible to employ the nurses during the summer months, when there is no school, in work directed to the lessening of the great mortality rate among infants from summer diarrhoea, due mainly to improper care and feeding. Again, she aids materially in the anti-tuberculosis campaign.

"About one-quarter of the cities having any sort of medical inspection employ school nurses, and the number is increasing rapidly. In quite a large number of cities where there are no school doctors nurses are employed. The school nurse is the instructor of parents, pupils, teachers, and all members of the family in the principles and practices of hygiene. She is a most efficient link between the school and the home."

Phonic Games.

In teaching phonics, I find this game very useful, and the children like it: I make a ladder on the blackboard and put words to sound on them, as ball, s-p-r-i-n-g, etc. Each child is to see if he can climb the ladder without falling. Sometimes I see how many apples each one can pick by drawing an apple tree on the blackboard and writing words on the apples. This method may be used, also, as a drill in difficult or new words.—Winnie Wilcox.

**Initiative develops power, while imitation develops artificiality.—
A. E. Winship.**

ABRAHAM LINCOLN.

BY JEAN HALIFAX.

WHEN LINCOLN WAS A LITTLE BOY.



MORE than a hundred years ago a baby boy came to a lonely little cabin in the woods of Kentucky.

Such a poor little home as it was! And nobody dreamed that day that this baby would grow up to be one of the noblest and greatest men that ever lived—our own Abraham Lincoln.

The little log cabin had only one room. There were cracks between the logs, where the wind and rain came in.

There was only a square hole for a window. It had no glass.

And there was no door. But deerskins hung before the openings for door and window.

When the little boy was old enough to play in the woods, his mother made him a little suit of deerskin and shoes of bearskin. His cap was coonskin, with the tail hanging down.

Abraham Lincoln's family were very poor. They had only three books.

But Mrs. Lincoln told stories every day to the children, little Abe and his sister Sarah, two years older than he. And she taught them to read in the Bible.

When Lincoln was four years old, a school was started for a while, near by.

Grown men went to it, as well as children. Lincoln loved to study and soon he was ahead of them all.

Such a queer little schoolhouse as this was! It did not look much like yours. It was only a little log cabin, with log seats, and the windows were made of greased paper!

The fall that Lincoln was seven years old the family moved to Indiana.

How he enjoyed the trip through the forests! And what a queer little figure he must have made, in his coonskin cap, linsey-woolsey shirt, and deerskin leggings.

Linsey-woolsey was the name of the cotton and wool cloth his mother spun. But cotton and wool were scarce, and so most of the clothing was made of skins.

Lincoln helped his father cut the logs and build the new log cabin. It was very rough, and the floor was the solid ground. There were no windows.

He helped make the table, bed, and seats, too. They were made of logs. And in doing this work he learned still more about the different kinds of wood and their uses. He knew the forests well.

He knew and loved all the little wild folks of the woods, too. He was always kind to animals. He would never hurt any living thing.

Once, when he was playing with some other boys, one of them threw a turtle on the rocks and broke its shell.

"That is cruel," cried Lincoln. And he left his play and took the turtle to the river.

The first composition he ever wrote was on cruelty to animals. For he always tried to make the other boys kind to them, too.

Little Abraham used to lie in front of the big fireplace and read by the light of the pine-knots. They had no lamp. It was the Bible that he read most.

He loved books, and would walk miles to get one. Once he borrowed an old arithmetic. And, just think, he copied all that arithmetic, so as to have one of his own!

He worked all the sums by himself on pieces of wood, for he had no pad or slate as you have. Sometimes he used the wooden fire shovel.

His pencil was a piece of charcoal, or sometimes a bit of lime-stone.

How he would have enjoyed the nice books you have to-day!

The life of the little backwoods boy was a hard one, but it taught him to be brave and patient. He had no games or toys or pictures. He had little time for play, for he worked hard even when a little fellow. Yet he was very full of fun.

He had a good mother who taught him truth and kindness. He never cheated or told a lie, and he was always kind and loving.

And he grew up to be a wise and noble man, loved by the whole world.

There is a little rhyme that says:—

"I want to be like Lincoln, as honest, brave, and true;
I want to win the gratitude of all the nation, too.
I want to be like Lincoln, to fight with all my might
'Gainst every wrong that I may meet—to battle for the right."

Let us have faith that right makes might, and in that faith let us to the end dare to do our duty as we understand it. — *Abraham Lincoln.*

MANUAL OCCUPATIONS

TWO KNOTTED BAGS.

BY N. M. PAIRPOINT.



APHIA knotting somewhat resembles lace work in its effects, and as the tying is all done with the fingers without the aid of tools, it is an ideal form of hand work.

The raphia is inexpensive; it is soft and pliable, and is large enough to be seen easily, so there is no strain on either hands or eyes.



Buttonhole Stitch.



Buttonhole Bar.



Overhand Knot.

First teach one or two simple knots, and let the children practice them until they can be tied easily. Next make one or two forms of the bars that are to be used. These may be made in various lengths to act as chains for pencils or whistles, and are usually greatly treasured by the makers.

When the knots and bars can be made easily, a very attractive little bag may be constructed from two circular knotted mats. Make the mats as if for a table mat or tidy, and keep them as flat as possible; but if they do draw in a little at the edges, it will not spoil their usefulness for the bag.

To start the knotting, make a small loop for the centre, and buttonhole strands of raphia on to it. The bars require four strands each, so the number of strands required to start the work should be multiples of four. A good arrangement is to have eight bars radiating from the centre loop, requiring thirty-two strands.

Attach a long piece of raphia to the centre loop that may be fastened to the desk while working, as it is much easier to tie evenly if the work is held firmly.

To make the bars, in the left hand take two strands that lie side by side, and with the right

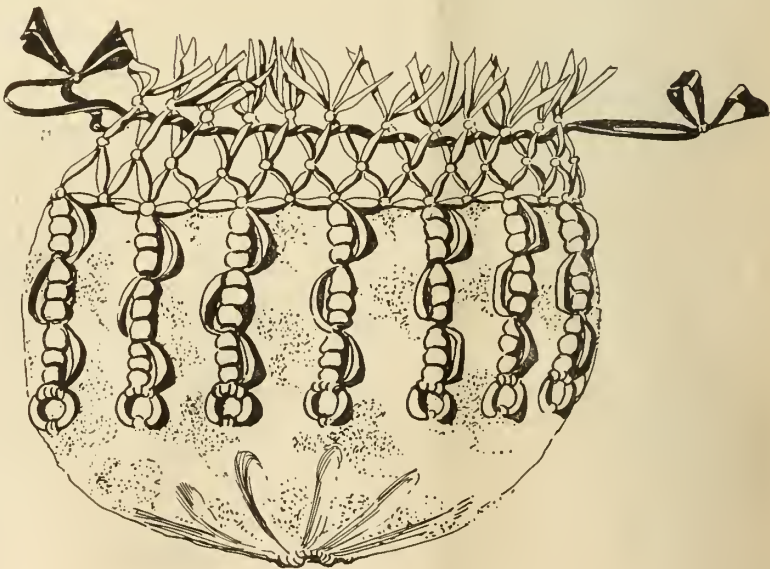
hand make three buttonhole stitches round them, with the next strand on the right hand side. Then reverse the action, and, holding the centre strands with the right hand, make the three buttonhole stitches round them with the left. Then repeat again with the right. Then select the next four strands, and repeat the whole process.

When bars are made all round the centre, end each one with an overhand knot to prevent it coming undone; divide the strands into pairs, and tie them together with the overhand knot.

The first tying will form a straight line at the end of the bars; after that a diamond-shaped mesh will be made.

From this point on, care should be used to keep the work as flat as possible, and it is best to lay it down on the desk often and see that the edges are not drawing in.

Three or four rows of overhand knots all round the circle will probably be enough, but more can be used if a large bag is desired. When the last row of knots is reached, tie them round a new strand of raphia, which will form an edge to the mat. Outside this edge, allow the ends to make a fringe two-thirds of the way round the mat.



On the other third, which will form the top of the bag, trim the ends off close to the knots. Make the mats alike, being careful that they are the same size when the knotting is finished.

When completed, line them with some colored material; cheesecloth will do, but of course a finer material, like thin silk, will be prettier. Tie

the two mats together, and hold the lining in place with a few stitches across the top. Sew ivory rings where the bag opens for the draw strings to run through, and a very attractive bag results.

This little bag will be useful to hold the sewing

of a piece of Dresden ribbon for the lower part.

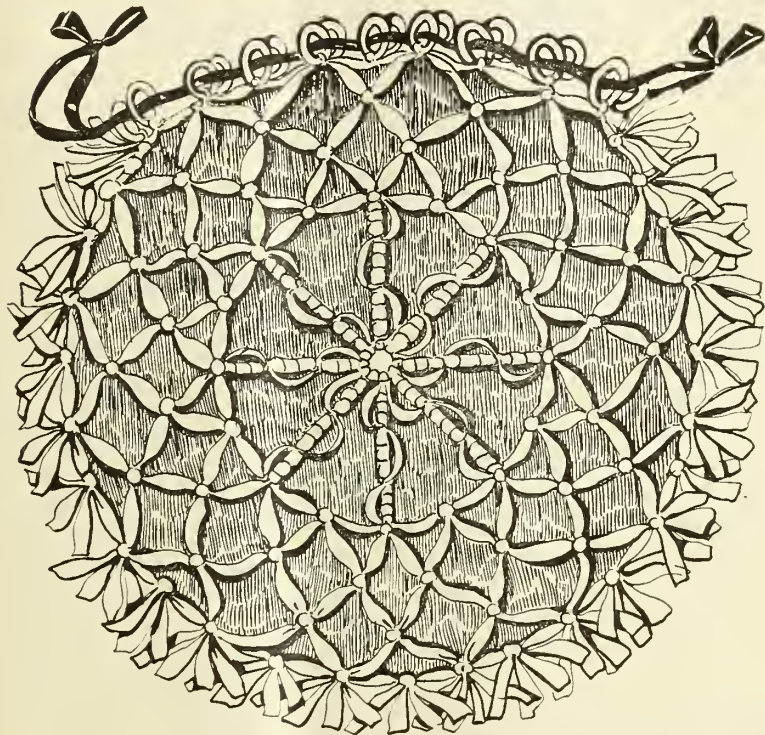
Sew the ends of the ribbon together to make a circle, and gather one edge of it tightly so that it makes the bottom of the bag. About half way up the ribbon, sew a row of ivory rings, far apart or close together as preferred. Knot four strands of raphia into each ring, and work them into bars in the same way that was used in the first bag.

When all the bars are made, fasten them off with the overhand knot; with a needle and thread, or silk, place a stitch through the end of each bar into the ribbon, so they will stay in place. Above this have two or three rows of overhand knots, and let the ends make a short fringe at the top. Run a ribbon or braided raphia through the upper loops as a draw string.

For schoolroom use, raphia is the most desirable material to be obtained, and as it may be had in a great variety of colors, much information can be gained about color harmonies.

If the children wish to furnish their own materials and make a rather more expensive bag, some of the

dress trimming braids, soutache or rat-tail, will be most desirable for the purpose. They can be bought in any color desired, and bags may be made to match various costumes.



outfit, or some of the dolls' wardrobe, and it can also be used as a bag for shopping expeditions.

Another very attractive bag can be made from these same knots and bars, with the addition

THE FAIRIES' VALENTINE.

BY ANNIE L. LANEY.



HE fairies were exceedingly worried over something—that was certain. They might be seen standing about in little anxious groups nodding their heads and stroking their chins, and the queer part of it was that every time Queen Mab (that's the fairy queen, you know) came in sight they broke away and tried to act quite like themselves. Now I know you'll be surprised. You always thought fairies were alarmingly clever, didn't you? And so they are, to be sure, in most things, but in a few things they fall quite behind common little boys and girls. The plain truth of the matter is that a band of the fairies had been coming home from work one night, when they overheard some little boys and girls talking about some things they called "valentines." Now these fairies had never even heard of a valentine before, so you may be sure they pricked up their ears and listened hard. Whatever these "valentine" things were, they must be

something pretty nice, the fairies thought, for the children seemed to be fairly in raptures over them. They were going to give one to their teacher. Try as they could that night, the fairies couldn't quite make out just what a valentine was, except that it was something gorgeously lovely that you gave to some one you loved "ever so," in the month of February, so there. That was all the fairies could make out so far. Well, if it was something so "excruciating" lovely that you gave to some one you loved ever so, then their dearest Queen Mab must have one, at whatever cost. So you might see little bands of fairies almost any afternoon skipping along the street after the children—you probably thought they were dry leaves dancing in the wind—trying to find out what those delectable valentine things might be. At the end of the second day they all got together and told what they had learned.

"It has to have hearts on it somewhere," said little Mouse-Ear. "I heard a little man-child say so."

"Yes, and roses, and violets, and forget-me-nots," said Pease-Blossom.

"And it must have verses about 'I love you' on it. It has to have that more than anything," said the fairy None-So-Pretty.

"Oh, that will be easy," said Quick-Silver. "Let's hurry up and make it."

"But what shape will it be?" said Mustard-Seed. "It must have a shape or there won't be anything to it, you know."

"I know—let it be heart-shaped," said None-So-Pretty, "and let's make it of milkweed silk."

So there was a great scurrying about to gather the milkweed silk and to weave it in the fairy shuttles into the loveliest paper-cloth imaginable. Then they cut it into a double heart, and they edged the heart all about with lace made of dandelion fluff. Then they called the artist fairy, Whistleretto, to come and decorate it. You should have seen him, with his little paint brushes sticking out of little pockets all over his little jacket. When he was through with one he popped it back in its right pocket and pulled out another, and the funny part of it was that the paint was always right there on the brush—no paint box to carry round; just put your hand in one pocket for the green brush, in another for the red one, in a different one for the blue, and so on. Well, when Whistleretto got to work all the little fairies stood around on tiptoe putting their fingers on their lips and walking on their front toes, just as if some one were asleep. And oh, the wonderful fairy hearts he painted, and the forget-me-nots that looked so real he had to stop to let every fairy smell them, and one put her nose so near that it was quite blue and cold looking when she lifted her head up. No, the fairies didn't laugh. They were too polite. Besides, it washed off quite easily. Then there was a great rose on one side whose petals were tiny red hearts set around a lovely solid gold centre. Now a border of little pale blue love-birds, and it was all done except for the verses inside. Mouse-Ear said: "This would make a fine verse for it":—

"Whistler done it with a jab;
It's for you, our lovely Mab.
Take it, for you know it's thine—
Ain't it a lovely valentine?"

But None-So-Pretty stopped up her ears, and said: "No, no, it would never do, it wasn't nice at all."

"Then you make one yourself," said Mouse-Ear. So None-So-Pretty made this one:—

"Dearest, loveliest, darlingest queen,
Nobody lovelier ever was seen;
All fairy hearts ever round thee must twine,
Dearest Queen Mabbie, our own valentine."

Then all the fairies clapped their hands, and Mouse-Ear stood on his head for joy, while Whistleretto wrote the verses with his little red brush, and the fairy valentine was done.

THE FLOOR PROBLEM.

BY RACHEL ELIZABETH GREGG,
Cape Girardeau, Mo.



THE floor coverings bring up problems. In the kitchen the floor is covered with linoleum. The design is made first with the square and triangular tablets, which constitute the seventh kindergarten gift. We then make a sample design upon squared paper. The one to be made for the house is selected in the same manner as the wallpaper, and the linoleum is finally made as a group problem. The other floors are treated as hardwood floors and covered with rugs. It would be well to visit a carpet store to study the designs, methods of caring for and showing carpets and rugs. A piece of carpet is then unraveled and the question of what it is made and how it is woven is taken up. The previous experience of weaving the paper and linen kindergarten mats is reviewed. This also furnishes the children an opportunity for experimenting with designs. If the clothing problem is not to be taken up later, this is the time to study wool, from the pelt through the processes of cleaning, carding and combing, spinning and dyeing. As we study the clothing problem, we leave this until that time. But we discuss the various materials from which carpets and rugs are made, as straw, cotton or woolen rags, and woolen warp. A sample rug may be made from each material, so that the children may have a basis for their choice in selecting the rugs. This year we are to visit Mrs. Brenecke, who weaves rag rugs upon a somewhat primitive loom, and observe how she sets up the loom and weaves. We will then make our rugs upon wooden looms, some of rags, some of jute, in colors to harmonize with the color scheme of each room.

As the furniture for each room is made, designs for this furniture is studied in catalogs, such as the Craftsman. The children measure and saw their own material and put it together. It is then stained with easy dyes and rubbed with cotton waste. The making of curtains, bedding, cushions, and couch covers furnishes much experience in simple sewing.

One of the things we expect the children to gain from this work besides the language, number work, and ethical lessons brought out in the discussions, is an appreciation for appropriate color schemes, furnishings which will harmonize, and simple, artistic designs in furniture. Through these we hope to establish some standards which may counteract the desire for cheap tawdriness. We also want to teach the interdependence of society and the home, through the study of the many people of various trades, and the making of many rooms, each with its separate function, which are needed to form a home where love and happiness and contentment should be found. We hope through concrete work to impress deeply upon the child mind lessons of neatness, cleanliness of each part of the home and of the body, and the necessity for rest, sleep, fresh air, and wholesome food. We are able to relate

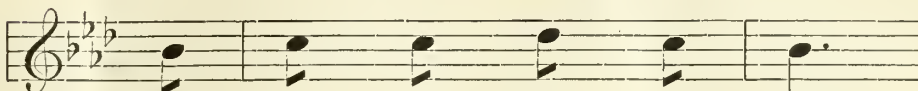
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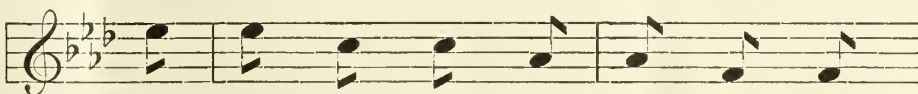
CARL GOTTHELF GLÄSER



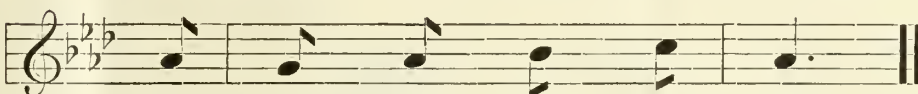
1. When all the world is white and cold,
 2. His coat is all of Quak - er gray,
 3. Then lay him here a good - ly feast,



When all the woods are still,
 He wears a dain - ty hood,
 For these are pinch - ing days,



Then comes the lit - tle chick - a - dee
 His lit - tle heart is staunch and brave,
 And Chick - a - dee will whis - tle clear



And whis - tles with a will.
 His chat - ter fills the wood.
 His thank - ful song of praise.

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through this problem the work in language, reading, literature, numbers, observation and sense-training, drawing and other forms of the manual arts, and the songs and games.

The following is a type lesson on rug-making in its completed form:—

Floors are covered with carpets and rugs.

These are made of rags, wool, and straw.

They are woven on looms.

They have two sets of threads.

One set is fastened to the loom.

This is called the warp.

It is not always of the same material as the other threads.

The second set of threads is the woof.

It is put over and under the warp threads.

We weave the paper and linen mats in the same way.

In rag rugs the woof is made of strips of cloth.

The warp is like a string.

The rags were cut in straight, narrow strips.

We sewed these strips together.

Then they were wound in a large ball.

We strung the loom with carpet chain.

Then we threaded the shuttle with the rags.

We put the shuttle over one warp thread and under one.

When we had the woof across the loom we pushed it up close.

Some rugs are made of straw.

These are called matting.

We made one out of raphia.

Our warp threads were plain.

But the woof was in two colors.

The rug was of red with a black border.

We made a rug of wool for the living-room.

The wool of our warp came from a sheep.

When it was on the sheep it was fleece.

They cut the fleece off.

The tangles were straightened with a sharp brush.

This was a carding comb.

Then the wool was spun into thread on a wheel.

Many of the smaller threads were twisted together to make this heavy thread, or yarn.

The warp is of wool also.

This rug will have two colors.

They are brown with two yellow stripes at each end.

—Bulletin.

NUMBER IN THE PRIMARY GRADES.

BY MRS. NELL J. COVINGTON,

Josephine, Texas.



CHILDREN, as a rule, learn to count quickly, and seem to be really fascinated by such practice.

The power of the child to comprehend numbers comes often very slowly.

The experience with people and objects affords a basis for the beginning of numbers.

The same psychological principle applies in numbers as in reading.

The subject matter should pertain to those experiences most familiar to the child.

The child's first consciousness of objects is of groups and the second is analysis.

Some devices would be as follows:—

1. Grouping together objects of the kind which contain most interest and fascination, such as playthings or pets.

2. Count concrete objects by placing the same before them.

3. Counting numbers through 100.

4. Learning the Roman numerals through 12.

5. Teach combinations with objects, both oral and written.

6. Teach addition and subtraction by 5's.

7. Increasing and decreasing numbers of two orders.

8. Telling time by the clock and learning the fractional parts of the hour. Learning the fractional parts of the dollar by letting the children make change.

9. Addition by 2's, 3's and 4's, 5's.

10. Subtraction by 2's, 3's and 4's, 5's.

11. Playing the measuring game. Each child should have a foot-rule and measure his book, pencil, tablet, desk, etc. He should also be taught to draw lines of different lengths, with his ruler. The teacher can say: "Draw a standing-up line (vertical), six inches long," or "Draw a lying-down line (horizontal), four inches long," and so on. The object measured is held up so that all may see it. When the children are ready to answer, the one who guesses correctly has the privilege of asking the next question and stands in front of the class. Before proceeding, the first object should be measured, so that all may see that the answer was correct. The next object measured may have breadth instead of length. If circular objects are chosen for measurement, the word "girth" must be substituted for length. Sometimes the word "height" may be substituted, as in measuring the height of a child or plant.

By learning this little rhyme they enjoy the latter very much:—

"Twelve inches make a foot;

And nine a quarter yard,

The half-yard eighteen inches takes.

To learn this is not hard."

12. Measurement with a pint or quart measurement.

13. Measurement by comparison.

14. Teaching multiplication by combinations. After the combinations have been objectively developed, pupils should be required to memorize them in tabular form.

Mistakes in the statement of the results of the combinations are best corrected by having the pupil repeat the table involved.

The laws of association are followed because the terms to be associated and their result are brought into direct and immediate relation.

15. For training in thought and expression, pupils may be required to formulate questions whose substance is suggested, for instance—
 $6 + 3 = ?$ $8 + 3 = ?$

Numbers in the second grade or year contain exercises illustrative of the application of counting and addition to the solution of easy problems of the multiplication and division types, and exercises dealing with measures and simple comparisons.

"THE EVOLUTION OF THE SQUARE."



"WHAT are you doing?" asked the grade teacher of the kindergarten teacher after she had watched her for several minutes twist an eight-inch square of paper about and scribble notes into her ever-ready notebook.

"I am evolving possibilities from a square," answered her sister. "You know we haven't a large amount of material in our district, and seat work looms like a veritable monster at times. Last year, however, I found that the town printing office would give me the pieces of pink and yellow paper from the hand bills. Now I must suit my seat work to my material. For the first lesson we will learn how to fold this square into sixteen smaller ones.

"It takes several days before they can lay the paper squarely in front of them. Fold the lower edge up to the upper edge. Crease through the middle. Open. Turn the paper till the crease runs across the desk. Fold the lower to the upper edge. Crease. Open. Bring lower edge to middle crease. Press flat. Open, and so on till the sixteen squares are produced.

"Our next step will be to cut out the squares. Good hand work you see. Next we will write a phonic key in each square. For the division who are not writing yet, here are slips with keys written on them, to be laid on each square.

"Another day we will paste a picture in each square. Some other time we will draw one in each square. Perhaps they won't get through that bit of seat work in one day. Drawing is hard for my youngsters.

"For number drill we will number each square; that gives practice in the numbers up to sixteen.

Tables are more interesting, too, written in squares.

"Sometimes we will rule the paper into the requisite number of squares. That will be later in the term, of course. And then, we will have design work, first cutting our squares, then arranging on strips of cardboard two inches wide.

"They can be arranged in a long row, with the points of each at top, bottom, and sides, the side points of each just touching the next. They can later be arranged in more fanciful designs."

"They'll straggle all over the paper," sniffed the grade skeptic.

"See the value of a superior mind," retorted the enthusiast. "Each child will draw a line dividing his paper in two, lengthwise. That shall be his guiding line.

"And I have other plans, still, for design. I'm going to get squares of tag board, four inches by four, have the children rule them into inch squares, and then color part of each square with colored crayons. The first design will be to make one-half square one color, the other half another. We'll make others later.

"The folding work on the basis of the square comes in here, too. Besides all the things in the manual, I have one that rejoiced the children's hearts on Hallowe'en. Fold the sixteen squares. Cut up to first cross crease on the crease nearest the left at the lower edge of your paper; then the same on the crease nearest the right. Turn your papers so that the former lower edge is at the top. Cut on crease nearest right lower edge up to second cross crease. Do the same at the left. Fold and you will have an oblong box with a flap. I simply have the children fold that in. It can be cut off. Before pasting, lay out flat again and draw a face on the front of the box. Cut out the features, and you have a jack-o'-lantern. Collect, and for afternoon or next day number work drill write problems on the sides of the box.

"There, isn't that a good morning's work? That last suggestion is for you, primary." And the kindergartner rose. "The interesting part is there is scarcely a new idea there. I just never meditated the subject before. The printer will have no more old hand bills. I shall be the committee of one to see to their removal."

ARBOR DAY.

ARBOR DAY SUGGESTIONS FOR THE TEACHER.

BY T. A. TEFFT.



THE improvement and care of the school grounds by the pupils well illustrates the force of custom in creating an appreciation of the beautiful and in developing a disposition to respect public property. What is done by the organizer of the school in creating this public sentiment can, in a measure at least, be accomplished by any teacher or superintendent who really desires to beautify the school grounds under his care. Do we not as teachers greatly underestimate our influence in nurturing the sometimes almost extinguished aesthetic and nature loving instincts of our pupils? Do we fully realize how much it means to the coming citizen to early inculcate a high regard for public property—how much it means for character to create, even during the kindergarten years, the disposition so often expressed by boys and girls when asked about some improvement on the school premises, "Oh! please may I help?"

A school garden should be considered as a laboratory in which the different steps in the life of a plant are to be illustrated. The nature of the soil, the importance of the fertilization, and the conditions essential to germination, as well as the conditions conducive to growth, can all be illustrated in a logical and impressive manner in the school garden. Field excursions may be the ideal way of conducting nature study work with reasoning minds, but with minds that are being trained to a logical system and in a consecutive and systematic fashion the school garden affords facilities not to be approached in field excursions. Field excursions offer disconnected fragments of the

history of natural objects, while the school garden furnishes opportunities for observing plants from seed time to harvest.

To make a school garden, begin early,—early enough to stir up enthusiasm before it is time to stir up the soil,—early enough to transplant all rubbish from the school grounds before it is time to plant seeds.

Have the children decide what the garden is to be, and here is a wide range; it may be a little ornamental "posy bed" cared for by all the children, a wild flower and fern garden of plants transplanted from woods and fields, a flower garden in which each child has a row, or a flower and vegetable garden divided into individual plots. The individual plot plan is undoubtedly to be preferred wherever practicable, and there are few village or rural schools where there is not room for the plot system. The individual garden arouses a personal responsibility and interest invaluable to the child. The plots should be small; good results can be obtained on a plot two feet square. Large plots which overtax the children to keep in perfect condition often prove so discouraging that they are neglected.

Having agreed upon the type of garden, the location should be determined. Lead the children to study carefully the conditions of sunshine and shadow, dryness and moisture, etc., and let them decide upon the best place for the garden, and why. The garden must not encroach upon the playground too much.

When these points are settled, decide how the space chosen for the garden is to be divided; the number, size, and position of the beds; number, size, and direction of the walks, etc. All actual

MR. WINSHIP'S CONVERSATIONS.

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Efficiency in work is never a sure guarantee of civic virtue.

Exercise is best that gets somewhere, that achieves something.

Let brothers and sisters—men and women—dwell together in unity.

American Institute of Instruction, July 2-3-4-5, North Conway, N. H.

Play may be educational, and should certainly be focused educationally.

Massachusetts had the first anti-truancy law—1850—in the United States.

Department of Superintendence, N. E. A., February 27, 28, 29, St. Louis.

We prefer "betterment" to "uplift." It signifies something a little different and a little better.

Ninety-five per cent. of the cities teach the injurious effects of the use of alcohol and tobacco.

Differences of children are not merely of intellectual capacity, but of disposition and temperament as well.

The Continuation school is in no way antagonistic to the Public school. If it were its career would be short.

The country now greatly needs patriotic citizens of the genuine type, and these the school can, and should, produce.

Many teachers and principals tell us that if they could have but one, they would prefer the school nurse to the physician.

There is no success to any one who distrusts human nature, least of all can a teacher succeed with such distrust haunting her.

Our observation is that as human nature is it is usually much better to have three sizes of desks in a room than to have adjustable desks.

Upon the expiration of William H. Elson's term

as superintendent of the Cleveland schools Miss Harriet L. Keeler was elected to succeed him.

Here is a relatively new regulation which is already general, and should be universal: "No janitor (or other person) shall use tobacco in any form on the school premises."

It is none too early to think of the spring days—Bird Day, Arbor Day, Patriots' Day, Peace Day, Flag Day, Clean-up Day, Mothers' Day, Fathers' Day, and some more.

The unanimous re-election of Mrs. Young as superintendent of Chicago should end all doubt as to the attitude of Mayor Harrison, for one-third of this board were appointed by him.

A member of the new board of education of the New Pittsburgh, speaking to 500 members of the Pittsburgh Retirement Fund, said: "The board of education proposes to be a teachers' protective association." This is a noble ambition for a new board of education."

American Institute of Instruction.

President C. T. C. Whitcomb of the American Institute of Instruction is planning for a large and enthusiastic meeting at North Conway, N. H., the directors having voted on Saturday, January 6, to make this the meeting place for the coming summer.

Our Dumb Animals.

Approaching its fortieth year "the champion and defender of animal rights" has clothed itself in a new dress. Our Dumb Animals has never been self-sustaining, and this change in style—heavy covers, in four colors, coated stock, new monotype, and other improvements—is not to change its admirable policy and to make it a commercial enterprise. The idea is rather to make it so attractive that its list of readers may greatly increase and its mission of a messenger and a herald for the great cause will be proportionately furthered.

Great Progress.

Much greater progress was made in education in the United States during the past ten years than in any previous decade in the country's history. A study of this development, just completed by the bureau of education, shows that during the years 1900 to 1910 the annual income of the public schools has been nearly doubled, having increased from \$220,000,000 to \$425,000,000, while annual appropriations to normal school for the training of teachers has grown from \$2,765,000 to \$6,620,000. The value of public school property in 1900 was \$550,000,000; in 1910 it was more than a billion dollars. The total of public school teachers increased from 423,000 to 512,000. Salaries of teachers, also, are larger than ten years ago, the average salary of male teachers now being \$65 a month, as compared with \$46.50 in 1900, and those of women from \$34 a month to \$52.

Improvement of Teachers in Service.

A young man who has graduated from normal school or college with the intention of teaching has made a good beginning. But it is nothing more than a beginning. Complete training is impossible before active service begins, because there must be a basis of experience. Further, teaching is as progressive a profession as any, and the teacher, like the physician, must be continually studying and going forward, else he will be behind the times and become inefficient.

It is for this reason that there are so many agencies for the improvement of teachers in service. Since 1839, when Henry Barnard gathered twenty-six young men and taught them, by able lectures and observations, in the public schools of Hartford, the teachers' institute has been an agency of great importance. The institute and the normal school have developed side by side.

Summer schools in colleges and normal schools, university extension courses, correspondence courses, local and state teachers' conventions, visiting days, reading circles, and sabbatical years are offered now. The teacher must take advantage of some one, two, or three of these if she is to be prepared for her work. And the reading of educational literature is no small part of the preparation of the teacher.

These different agencies for the improvement of teachers in service have been historically and critically studied by Professor William Carl Reudiger of the Teachers' College of George Washington University. His study is embodied in a monograph published as Bulletin 1911, number 3, of the United States Bureau of Education. It is a duty of state, county, and city superintendents, and all administrative officers, to study this bulletin. It is their duty to suggest and provide the best agencies for the improvement of their teachers.

"Woman's Part in Government, Whether She Votes or Not."*

In a book of 375 pages with the above title William H. Allen of the Bureau of Municipal Research has analyzed about all the conceivable phases of life, good, bad, and indifferent, and has suggested as many thousand ways in which women may be doing something for the betterment of humanity, "whether she votes or not."

Rheta Childe Dorr's book along the same line, written with the same end in view, looks like a tin soldier by the side of a brigade commander when viewed beside this massing of suggestions. On one page, for instance, are fifty suggestions of alarming evils in the public schools that women should remedy. This would make nearly 20,000 human ills to be remedied were this a fair average. This is probably a little more than the average.

It must not be assumed that Mr. Allen devotes himself to the cataloguing of human ills. Far from it, his purpose being always to getting women, whether they vote or not, to apply their wit and wisdom to the righting of these wrongs.

Here is a sample of his constructive purpose. He would have every woman's club in the land, and every woman in a woman's club, ask before January, 1912:—

"What has your club set out to do in the last five years?

"What did you get done?

"What things did you merely talk about?

"What can you actually get done next year?

"What can you get started well next year?"

Personally I feel as though my life and voice and pen would count for a great deal more this year than in any other year, largely from this book, for there is no reason why men do not need most of its inspiration as much as do women. Mr. Allen has surely done all good causes, civic, social, philanthropic, and educational, a noble service in putting together such a mass of suggestions.

The Personal Touch.

Many superintendents, city and county, and high school principals have learned to appreciate the value of direct communication with their pupils. Just now one of the most vitalizing letter writers we know is Superintendent O. L. Dunaway of Texarkana, Tex., whose latest mimeograph letter, sent to every pupil in the high school and upper grades at the Thanksgiving season, we here print:—

"You live in a progressive age—a very important period, because to you it is the period of preparation. You will soon step from school life into life's great school. What kind of men and women will you be? The answer to that question depends largely upon how you spend your time now. Without persistent application to duty, you cannot have a well-formed or a well-filled mind. You must learn to study, which means work. Spend your evenings at home; waste no time; watch carefully your habits. School is the place where character is formed. If the school does not help you develop a noble manhood and womanhood, it is a failure as far as you are concerned.

"If you are absolutely honest with yourself, with your teachers, and in your work; if you are loyal to your school, to your teachers, and to each other; if you are kind, courteous, and obedient, if you are prompt, punctual, and persevering; if every act of your life is prompted by a pure motive; if you do what you do because it is right, and not because you have to; you are unconsciously forming a character that will stand the test of time and of eternity. The chief aim of education is the development of such a character. Lofty ideals and noble purposes will aid greatly in reaching such an end.

"We, as teachers, are expecting great things of you. We want you not only to be good, but good for something. We are going to do all we can to help you and we want you to help us. We appreciate every kindness toward us. Let us all work together to make our schools thorough and efficient."

*Dodd, Mead & Co., New York city. Price, \$1 50.

ARBOR DAY SUGGESTIONS FOR THE TEACHER.

[Continued from page 219.]

measurements and calculations should be made by the children, and plans drawn to scale.

Breaking up and fertilizing the soil, raking, staking out beds and walks, must all be done systematically, with a reason for each process.

The older children should be supplied with notebooks, in which to keep a written record of their work in the garden.

It is best to select for cultivation in the first school garden a few varieties of very common vegetables and hardy, easily-grown flowers. Classroom study of the seeds and instruction regarding planting should be given before planting takes place. Some kinds of seeds may be given to the children to plant in boxes at home before it is time to plant out of doors, and the seedlings thus secured transplanted at the proper time.

Work in the school garden should be conducted in an orderly, intelligent manner; the children should always understand, not only what they are doing, but also just why it has to be done. Avoid planting so much land or so many kinds of seeds that care and careful study cannot be given to the garden, and all it contains.

Remember that the best crop to be gathered from the school garden is the live interest in plant life and the love of wholesome, useful out-of-door work gained by the children.

Arbor Day had its origin with a view to creating a community of interest and active co-operation in the work of annual tree-planting on a day set aside for that specific purpose, with a pre-arranged plan of where to plant them and what trees should be planted. In this way it was hoped that treeless streets and barren commons would be transformed and beautified, that unattractive towns would be made attractive, and waste places would be redeemed.

The following rules will help the teacher in setting out the tree:—

1. Dig the hole wider and deeper than the tree requires. If the tree just fits into the socket the tips of the roots will meet a hard wall which they are too delicate to penetrate, hold fast to, or feed in.

2. Be sure that the surface soil is hoarded at one side where the hole is dug. This soil is mellow and full of plant food. The under soil is harder and more barren. Some rich garden soil can well be brought over and used instead of the subsoil.

3. Take up as large a root system as possible with the tree you dig. The smaller the ball of earth, the greater the loss of feeding roots and the danger of starvation to the tree.

4. Trim all torn and broken roots with a sharp knife. A ragged wound below or above the ground is slow and uncertain in healing. A clean, slanting cut heals soonest and surest.

5. Set the tree on a bed of mellow soil with all its roots spread naturally.

6. Let the level be the same as before. The tree's roots must be planted, but not buried too

deep to breathe. A stick laid across the hole at the ground level will indicate where the tree "collar" should be.

7. Sift rich earth, free from clods, among the roots. Hold the tree erect and firm; lift it a little to make sure the spaces are well filled underneath. Pack it well down with your foot.

8. If in the growing season, pour in water and let it settle away. This establishes contact between root hairs and soil particles, and dissolves plant food for absorption. If the tree is dormant do not water it.

9. Fill the hole with dirt. Tramp in well as filling goes on. Heap it somewhat to allow for settling. If subsoil is used, put it on last. Make the tree firm in its place.

10. Prune the top to a few main branches and shorten these. This applies to a sapling of a few years whose head you are able to form. Older trees should also be pruned to balance the loss of roots. Otherwise transpiration of water from the foliage would be so great as to overtax its roots, not yet established in the new place. Many trees die from this abuse. People cannot bear to cut back the handsome top, though a handsomer one is soon supplied by following this reasonable rule.

11. Water the tree frequently as its first starts. A thorough soaking of all the roots, not a mere sprinkling of the surface soil, is needed. Continuous growth depends on moisture in the soil. Drainage will remove the surplus water.

12. Keep the surface soil free from cakes or cracks. This prevents excessive evaporation. Do not stir the soil deep enough to disturb the roots. Keep out grass and weeds.

Victor Music.

Few new features of school life are as every way valuable, and in no way objectionable, as is the Victor music. Only the other day in a school in a New York state city a little boy from the "bottom of society" raised his hand and asked: "May we hear Melba sing so and so?" Think of the significance to a school of having available at any time the greatest music rendered by the most brilliant artists in voice or instrument!

And now there have been added to the music of foreign masters and artists, ancient and modern, the latest and most winsome of American gems rendered in the most fascinating tones. Think of having the brightest songs for little people written by Jessie L. Gaynor and rendered by her available in any kindergarten or primary school in America!

In my school visiting there is much in black-board work, in recitation, in drawing, in physical exercises that leads me to say: "What hath genius and mastery wrought for the children!" But the climax is always in the music of all ages and artists from all climes in which the little people may revel to-day.

A. E. Winship.

THE STUDY OF PICTURES.—(VI.)

BY MARY ELLASON COTTING.

[Supplement with this issue is for use with this article.]



ARRANGE the collection of pictures upon a large table or desk, and invite a child to select any one that he wishes. Place this selection upon a rack or fish-net previously arranged upon the wall; or, for lack of these, stand the picture upon the blackboard ledge.

Call for a volunteer to briefly give a résumé of its analysis. This accomplished, invite another pupil to select his favorite, and bring out a descriptive name for each, which should occupy different positions in the room. Continue in this way until the collection has been arranged in classified groups, to each of which the proper descriptive name has been applied as the choice and analysis have been made. If uncertainty is shown in relating the thought which previous study of the picture should have developed, strengthen it by adroit questioning.

In grouping the pictures of devotional or religious character, explain that those representing the Christ child, the Mother, and Joseph are named the Holy Family pictures.

Such sentiment as is depicted in this collection of pictures must help towards the establishment in the child-mind of an idea of the strength, beauty, and sanctity of that which constitutes home life and an understanding of the reverence due to all pertaining to such life. Certainly there must be created a desire for the showing of courteous, thoughtful consideration for the rights of one another that must surely, after a time, displace that tendency toward indifference which so easily degenerates into insolence.

By study of the portraits there should be awakened a desire to live wisely and sanely, truthfully and serenely in relationship to all that pertains to all classes and phases of human existence, that there may be won a place in the Happy Heart band.

In considering pictures representing the conditions of labor and the laborer, a lesson of the world's needs is taught as well as a clear understanding of man, nature, and beast; of the necessity of the upkeep of family life; the labor of parents, upon whom the offspring are dependent for

sustenance,—moral and material,—and that in return the child gives respectful consideration to their wishes and yields obedience to the laws which govern the right conduct of the human.

Each picture presents some suggestive truth, whether of material or spiritual character; seek it and apply its law as adapted to the temperament of the pupil being taught to search for the beauty and strength beneath the surface as well as that which is plainly disclosed by the artist's clever skill.

By degrees the older pupils must be so led as to eventually possess the ability to discover the dominant phase of the representation and to deduct from the modifying constructive arrangement its value as related to the central phase, both in relation to sentiment and technique.

When classifying has been done by groups, put away all the pictures save those by Raphael. These place upon the screen, and add a portrait of the artist himself. Allow free expression concerning it before giving an account of his life and work. This may be presented to the



[RAPHAEL.

younger pupils in story form, and in such way to the oldest as temperament and ability admit.

In using several pictures by Raphael an impression will be made of that indescribable, subtle quality of gentleness and refinement which they all bear, and they will become the key-test to all pictures of a like character.

So with pictures of the Dutch school, the vigorous strength, breadth, and sturdiness of subject and manner of depiction will enable an observer to easily judge the value of pictures of similar nature.

In the Bonheur (French school) group there is much the same breadth and sturdiness of subject and treatment that is found in the Dutch school, with the addition of a certain refinement of pose and action peculiar to all the Bonheur pictures.

Hals' portraits have the quality easily detectable in types of ordinary life, and as there is little if any of the idealization suggested by many artists, Hals' are well adapted for use as keys to all portrait study. Those of Raphael are of so subtle

and tender quality as to give the impression of idealism in such a degree as to make them less helpful to young students in the interpretation of all portraits.

Millet can be used as a standard of comparison by the student who is at the mind-formative period in the study of pictures of man and nature which show symbolic thought of both in their composition. The study of Millet's pictures is sure to make clear some grand truth which may be applied to daily life and aid in making it finer, truer, and stronger. No one of all the artists can so touch the heart of the commonplace and show to all who will but think the wonderful beauty woven into it.

The second week of the review of the pictures allow the girls by vote to decide which group—or groups—of pictures shall take the place of those by Raphael. The following week allow the vote to be taken by the boys, and a general vote to decide the choice for the remainder of the month.

By following this method of review the original impressions will be well strengthened and the pupil given a better value for the consideration previously devoted to each and all as first grouped in classes at the first of the month.

GROUPS OF PICTURES.

Devotional or Religious.—“Madonna of the Chair,” “Sistine Madonna,” “The Children of the Shell,” “Announcement to the Shepherds,” “The Nativity,” “The Adoration of the Magi.”

Landscape.—“Return to the Farm,” “Avenue of Trees,” “The Gleaners,” “Oxen Ploughing,” “Edge of the Forest of Fontainebleau.”

Portrait.—“Mona Lisa” (La Jaconde), “The Tailor.”

Animal.—“The Sheepfold” (Still Life also), “The Donkey in the Stable,” “Shoeing the Bay Mare.”

Interior.—“Christmas” (Genre also), “Soap Bubbles.”

Genre.—“Melon Eaters,” “Christmas.”

Historical.—“Mayflower in Plymouth Harbor” (Marine also), “Departure of the Mayflower,” “Return of the Mayflower.”

CLASSIFICATION IN GROUPS.

Family Life.—Religious, or Secular in character.

Family Life.	{	Secular	{	Domestic	{	Still Life.
				Wild		
				Human		
				Animal		
Landscape.	{	Real representation.				
		Ideal, or made representation of aspects of nature.				
Marine, or Sea-pieces.	{	Represent the sea as actually seen, or idealized.				
Interiors. . .	{	With or without the introduction of human or animal forms; either form may be dominant.				
Animal. . .	{	As pictured, singly or in groups, showing in a landscape, or interior, and being the dominant feature.				
Genre. . . .	{	May be a single figure, or figure and interior; or of still different composition.				
Portraits. . .	{	Historical — Groups.				
		As Portraits — Single Figure.				

Pictures of family life are easily recognized and named. They may be of devotional character, of an historical nature, or representing some action which causes them to become a genre, also.

As soon as possible present the thought that the “mother-pictures” in which the World Child occurs are called Madonnas. Where there are several additional figures the pictures are still so named because the mother-thought is the dominant one.

Landscapes reproduce phases of outdoor life; there may be introduced action pertaining to human or animal life. When the pupil has become familiar with these, develop an understanding of what a marine is.

Marine or true sea-pieces represent the sea as it really appears, or idealized. A true marine does not picture any phase of life save that of nature.

Portraits are most easy to name because they are simply pictures of persons. When it is of some person famous in history it is called an historical portrait.

Historical portraits really form a group by themselves. They may be landscapes into which are introduced figures—the whole representing some event in the history of the world. Often these pictures are represented as interiors.

Still life pictures, no action. Color, form, sentiment, arrangement, repose are the features of this group.

Genre is difficult to name, as many pictures which are of another class are by the introduction of some pose of figure, attribute, or sentiment transformed into a genre. “Christmas,” by Jan Steen, is an example. In naming a genre, develop the additional thought of it as being, also, of another class.

Bunting.

One of the scandalous features of American life is the ignorance as to the use of bunting. For any teacher not to know and teach the right use of bunting is absurd.

Never use bunting with stars other than white.

Never use bunting with stars anywhere except in the blue stripe.

It is as vicious to have red stars and blue stars in bunting as it would be to have red stars on the blue of the flag and blue stars on the red stripes.

The only correct stars on bunting are white, and the only place for them is on the blue stripe.

In hanging bunting the blue stripe should always be at the top.

How would the flag look if the blue with its stars was at the lower left corner? Bunting is just as unpatriotic and represents as dense ignorance when the blue stripe is at the bottom as it would if the flag was hung bottom up.

Teach your pupils before Memorial Day how this should be done.

MUSIC IN RURAL SCHOOLS.

BY MYRA K. PETERS,
Lead, South Dakota.

I shot an arrow into the air,
It fell to earth, I knew not where,
For so swiftly it flew, so swiftly it flew,
The sight could not follow it in its flight.

I breathed a song into the air,
It fell to earth I know not where;
For who has sight so keen, so strong,
That it can follow the flight of song?

Long, long afterwards in an oak,
I found the arrow still unbroke;
And the song from beginning to end
I found again in the heart of a friend.

—Henry W. Longfellow.



IN my January outline I find a statement that may be misunderstood. I said, "Do not criticize." What I really mean is, temper your criticisms with suggestions of a better

way to do and give an example. No really great work is ever evolved without criticism, one of the proofs that we are really accomplishing something is gauged by the amount of criticism hurled at us. It is the Do-Nothings who never run against competition or differences of opinion. Give encouragement with good cheer, smiles, with suggestions and examples of a better way to do.

February is our patriotic month. We have Lincoln's and Washington's birthdays, also St. Valentine's Day to provide suitable music for in our outline. You of course give your history of the two presidents, and this forms the basis of our song work.

America is such a cosmopolitan nation it is utterly impossible in this single month to bring in all the connecting links of patriotic music from other countries with their historical settings, so I have chosen the American songs with the exception of three, "America," "My Maryland!" and the "Marseillaise."

FEBRUARY.—FIRST WEEK.

"America," Carey.

"My Captain," Aiken.

"My Valentine,"

"Lilts and Lyrics,"
Jessie Gaynor.

Vocal drill, Bugle
Call.

"Our Heroes," p.
40, Modern Series.

SECOND WEEK.

Patriotic Medley, Paul.

"My Maryland!" p. 17, "101 Best Songs."

"God Save the King," "101 Best Songs," p. 29.

Review p. 42. Study p. 44, Modern Series.

THIRD WEEK.

"Marseillaise," p. 144, Modern Series.

"Battle Hymn of the Republic," p. 174, Modern Series.

"When the Regiment Goes Marching By,"
Gaynor, p. 26, "Lilts and Lyrics."

Vocal drill, Extinguish Lights. Study thoroughly p. 46, Modern Series.

FOURTH WEEK.

"Star Spangled Banner," Francis Scott Key.

"Yankee Doodle," p. 60, "101 Best Songs."

"Old Folks at Home," Foster, p. 114, Modern Series. Study p. 50.

In detail—Some one in speaking of the influence of music has truthfully said: "Let me write the songs of a nation, and I care not who writes its laws."

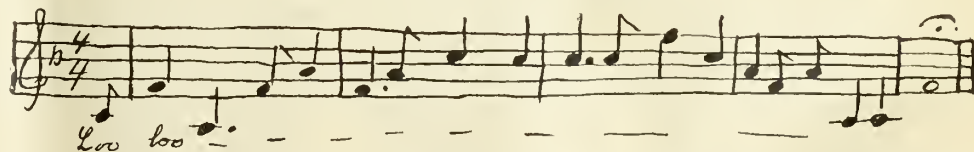
In our first week of February we have "America," by Carey. In our November outline we gave its origin. Then follows "My Captain!" by Walt Whitman, music by Walter Aiken, of Cincinnati. This is in a collection of six songs all written for Lincoln's birthday. I teach this song by rote in the fourth grade, by note on up through the high school, and consider it with its musical setting the most wonderful tribute to Lincoln's memory that I have seen in print. Nothing could be found more fitting in poem or composition.

Our children have become so imbued with the thought, the expression, and interpretation of this song, that some of my teachers have been compelled to leave the room to hide the emotion aroused by this song, when sung by the children. The little Valentine song from "Lilts and Lyrics" is for the wee ones.

Your paper cuttings might be valentines for the correlation of subjects.

The voice drill this week will be the bugle call. Write it on the board, having the older pupils read by note, the younger learning by rote. The smaller ones may form bugles by placing closed hands, one in front of the other, and tilting upwards from the lips blow an imaginary bugle, first softly, then crescendo and very softly at the close, letting the tone die away. Use the syllable loo.

BUGLE CALL FOR ASSEMBLY.



For note reading study work, "Our Heroes," p. 40. In the second week I have given you a Patriotic Medley, by Paul. This is received by the children with open arms.

You are familiar with every change in the Medley. Now follows "My Maryland!" with an adaptation of "O Tannabaum" or "Hemlock Tree," found on p. 17, "101 Best Songs."

Fifty-one years ago on April 19, the first blood of the Civil War was shed in the city of Baltimore. The Sixth Regiment of Massachusetts Volunteers

were passing through the city to invade the South when the Southern sympathizers, driven frantic by their presence, mobbed them while passing through Platt street. The soldiers returned the fire with the result of three men killed and several wounded. The affair aroused both the North and South to the greatest excitement, and when the news reached Louisiana it led James R. Randall, a native of Baltimore, but then a professor in Poydras College, to write the inspired war song of the South, "Maryland! My Maryland!"

Out of respect to England let your pupils sing "God Save the King," p. 29, "101 Best Songs." Then we have the review of p. 42, Modern Series. Make it a good solid review of those chromatics, for they must be memorized thoroughly. Study p. 44, which introduces sharp 4 called fi. Introduce from the board, singing over and over, do, re, mi, fa, fi, sol, fi, fa, mi, until mastered.

In the third week we open with the "Marseillaise." In your life of Washington tell your children of the friendship of La Fayette. If you have the time give your older pupils excerpts from "The Tale of Two Cities," by Dickens, showing the terrible conditions in France which led to the writing of so strong a hymn as the "Marseillaise." Teach this soprano part only and by rote. For your little people, "When the Regiment Goes Marching By," p. 26, "Lilts and Lyrics." Pat your rhythm, swing circles, and allow the little ones to march, choosing a color bearer and saluting as each one passes the American flag. For the vocal drill use the call to extinguish lights. Very softly hum first, then use loo as the Assembly Call was used.

"The Battle Hymn of the Republic," too, has its

great wave of melody by which a daring resolve was formed, and officers and men alike were affected by its significance.

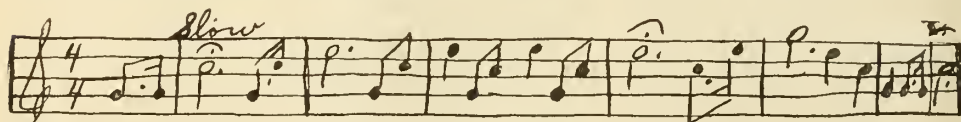
On page 46 a round is introduced. Teach it as a whole to the entire school, then divide the room in two sections, having one section sing the first line; as they begin the second line have the second section begin the first line. Sing through three times without stopping, the second section singing one line behind all the way until the round is finished.

In the two-part study teach the alto first to the entire school, then the soprano; again divide the room in two sections, placing the boys with heavy voices in the alto; then combine your parts.

For the fourth week "The Star Spangled Banner" forms the basis of a history lesson. Tell of Francis Scott Key's imprisonment on a British warship, the terrible battle at Fort McHenry September 13, 1814, his impressions at the dawn of day when the fogs were lifted and he saw the American flag still flying, the intense wave of gratitude which swept over him and inspired him to write the words of "The Star Spangled Banner."

You still have "Yankee Doodle" to be accounted for. In "101 Best Songs," on page 60, are the original verses. It originated in Holland or France, was sung in England as a nursery rhyme, later used as a dance tune. In 1755, during the French and Indian wars, the British were encamped on the East side of the Hudson near Albany, waiting reinforcements from the Eastern colonies. During June raw recruits poured into camp, all dressed differently, and armed with whatever weapons it was possible to obtain.

Dr. Schamburg, a surgeon, in a spirit of fun, wrote these verses, dedicating them to the Americans. To the amuse-



history. At the outbreak of the Civil war the men forming the Battalion of Massachusetts Infantry were stationed at Fort Warren, in Boston harbor. From their members they formed a Glee Club, one of the singers a Scotchman by the name of John Brown, and the analogy in the name of the hero of Harpers Ferry was made by the soldiers the butt of many a joke, thus the original John Brown song. It was adopted quickly by the entire army. In December, 1861, Julia Ward Howe went with one of the generals to review the Army of the Potomac. Here she conceived the idea of writing appropriate words to the stirring music of "John Brown." The thought remained with her, and in the night she rose from her bed and wrote the words of the poem, which proved to be one of the gems in verse of the nineteenth century. In 1864, when Sherman began his famous march to the sea with an army of fifty-five thousand men, the band struck up the never-to-be-forgotten tune, and under the inspiration of the moment the men caught up the refrain of "Glory, Glory, Hallelujah!" a sea of sound, a

ment of the British, the joke took. Twenty-six years later Cornwallis marched to the same tune into the ranks of these same continentals, to surrender his sword and his army. It seems to me fitting in connection with the Civil war work to sing "Dixie Land," by Daniel Emmet, and "Old Folks at Home," by Foster. In presenting all of the above work insist upon clear enunciation, forward tones, and light voices. Define whatever expression marks may be given in selections studied.

Should you wish a good rhythmic George Washington hatchet song you will find just what you wish in Book II, "Churchill Grindell Songs for Children," price 25 cents. Published by Churchill Grindell Publishing Company, Platteville, Wis.

The only new supplies on your outline this month are "Birthday Songs for Lincoln," Walter A. Aiken, published by George Jennings Publishing Company, Cincinnati, price 5 cents; "Patriotic Medley," Paul, 5 cents, published by J. Fischer & Brother, New York.

MISS LACEY'S TALKS.

BY V. WINIFRED LACEY, M. PD.,
Ishpeming, Mich.

WRITING IN PRIMARY GRADES.



National, state, county, and even city educational meetings, of superintendents and teachers, we must admit that perhaps the subject which has been and is most freely discussed and criticised is writing. Such criticisms are not limited to educational meetings. If you wish to know the facts regarding the success or failure of writing as taught in your school, just step into the office of any merchant, banker, or business man and ask his opinion. You will be asked: "Why is it that a greater percentage of boys and girls can not nor do not write a more legible hand upon leaving the schools and seeking a position?" The merchant, the grocer, the banker are justified in asking such a question. Since it is true that our boys and girls do not write well and we are forced into accepting the criticisms of such failure, the question should come to every teacher, especially primary teachers, "Who is to blame and how can it be remedied?" This should appeal to the primary teachers more strongly than to the upper-grade teachers. It is the primary teacher who has the very beginning of moulding the child's character. It is the very beginning that mars or makes. The beginning is the foundation.

"Is the child to blame?" In ninety-five per cent. of the cases, "No," but on the contrary, it is the primary teacher who has the very foundation work in this subject of writing. She is the one who must take the great burden of the criticism. This is one of the most important problems which the public schools are called upon to solve. Many primary teachers do not consider how much writing means to the future of the children, how much depends on its being done well. The primary teacher should teach this subject of writing to the very best of her ability. It is not necessary to pass even the first grade to note the great number of children who are forced into leaving school. To write is one of the things which all first-grade children are interested to know how to do. Think of the joy and happiness of the little child when he can write his own name! In a school composed of children of foreign parentage this desire is most strongly engendered. When such children learn to write, they in turn teach their fathers and mothers to write their names in English.

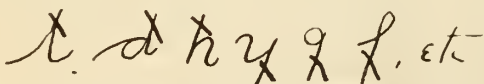
The primary teachers also hear of the criticisms of the upper grade teachers, especially the high school teachers. When children are promoted to the upper grades the course of study contains such a large number of subjects and the demands of such are so great that the time given to the subject of writing is limited, and in a great many rooms this subject is not taught as a special subject. Regardless of the grade, good writing should be demanded of the pupil. When children are taught to write well in the grades and then enter the high school, it should be the business of the high school teachers also to demand good writing.

One of the strongest and most accepted criticisms is that the teachers in too many of our high schools are lax and negligent in requiring students to write well. Perhaps because of ignorance of methods as used in the grades they are not aware of the great amount of most careful and diligent work on the part of the grade teacher, which in ninety-nine per cent. of cases is the price of good writers. If they realized this fact and had some thought for the good of the student who may soon be forced to leave the high school, and the very strong necessity of good writing to hold a job, they would encourage and demand good writing at all times. There are many teachers of English in our high schools who will accept work written in the most wretched style, caring for nothing but the thought represented. Teachers in other departments are equally as careless. It is a fact that children have gone from the primary through the eighth grade and have been noted as the very best writers, and that the same children after being less than six months in the high school have been allowed to retrograde so rapidly that it is almost unbelievable that they ever knew how to write well. Again ask yourself the question, "Is the child to blame?" Most sincerely "No." On the contrary, it is the teacher, who is paid to demand the very best style of writing, regardless of the subject taught. The teacher (whether upper grade or high school) who has the future good of the child at heart will accept nothing but the very best results which that child is capable of getting. More attention to this subject of writing on the part of high school teachers would be the direct cause of more of our boys and girls holding better positions and a great deal less shifting than we hear about to-day. The poor writer has no chance in winning success in the office of clerical departments or banking institutions. Many primary teachers make the mistake of thinking that the children are very small in the first grade, and that they will have time to learn to write in the second or third grade. Others make the mistake of thinking that because the children are small they should not be expected to write as well as the larger children. Look over a class, and invariably you will find that the little child writes much better than a great many much larger. Size makes no material difference; we should make the same demands on all strong and healthy children. Aim for the very highest standard of writing, and you will get just such results. In making our standard of ideals, we cannot aim too high. We must remember there will always be some who will fall by the way-side. We should under no circumstances accept careless or slovenly work when we know the child is capable of presenting better. When we find a child exerts every energy to attain to our standard of writing and then the result is only fair, we should praise for the effort that has been made. The result will be that the next lesson will show and prove even a stronger effort and better results.

The best results in writing can be obtained by having a special period. It should not be taught in a haphazard manner. Primary teachers should not present writing with the feeling that a great majority will learn to write later or even when they reach the upper grades. We are sorry to have to admit that a very small percentage of the number enrolled in your room this year will ever reach the upper grades, so do your very best while they are under your guidance. Every primary teacher should know the system of writing taught in the schools. Provide yourself with a Number One copybook of that system and learn the underlying principles. At all times place before your pupils nothing but the very best style of the system you are to teach. Special attention should be given all the board work and also to work which is to be seen or copied by the children. The writing on the board should be the model for the children.

Whether you teach the vertical, slant, or semi-slant, it must be remembered there are certain general underlying principles which apply to all systems, and which you must know before you can get good results. The aim, regardless of style or system, is to get good writers. The solution of this is not found in the system, but on the contrary in the system of instruction (the teacher). Every lesson in writing should be carefully supervised. It will take but a short time for the children to grow careless when they know the work will not be supervised by your careful eye.

The children in the average school are handicapped through the fact that they pass through the hands of teachers who have very widely varied ideas on this subject of writing. One teacher is a wretched writer, another is an excellent writer; one will work for accuracy and slight speed, while another will work for speed and forget such a factor as accuracy. One teacher will continue and improve the work of one teacher, while the next will tear it to pieces. Then again we have the class of teachers who do not care how they write. They will have many peculiarities, and in their utter ignorance of writing principles, let alone sensible ideas, they will consider such writing as an illustration of their own individuality. Such teachers require children to in turn copy such peculiarities as



and are foolishly considered on the part of such teachers as the child's individuality. Such should not be tolerated in the schoolroom. They will too soon learn such outside the instruction of the school. Let teachers demand good writing and they will get it.

Before a child can be taught to write he must

first be made to think. If you teach the child to think you will be surprised to note the rapid results. The first step in writing is to fix the forms of the letters in the mind's eye, and to do this the skilful primary teacher will have at her command many interesting devices. The child looks at the form, becomes acquainted with it, he knows it at sight. When he thinks of the form he can write it with legibility, as his pencil moves to make what he sees and thinks. It may appear slow at first, but he will soon assume a manner of ease. No matter how crude the result, if the child has made an honest effort, praise the effort.

The best results can be obtained in writing by freehand blackboard work. Here the child is free to work over a large surface, the teacher is ready to take the child's hand and guide him in every move. Put a letter or word on the board and have the children apparently trace that copy in the air with the freehand movement; then let the child trace over the copy on the board, and after three or four times he is ready to make a copy of his own; then have them do the same on paper. Another very simple way of teaching writing to little children is to make a letter, word, or sentence on paper, give each child a copy, a piece of tissue paper (such as your grocer puts over lard and butter), and let children trace. For another lesson the children might trace words or sentences found in their reading books (this makes good busy work). Every primary teacher should for many good reasons have a copy of the alphabet (capital and small letters), script and print, on the upper part of the front board. They are needed for reference, and are of much assistance to the children. Regardless of the system, the watchword should be "Eternal vigilance is the price of good writing."

A few suggestions:—

FIRST GRADE.

(1) All small letters. (2) Combination of small letters in words. (3) Write name. (4) Abbreviations: Mr., Mrs. (5) Make some of the capitals which are used. (6) The proper height of letters, slant of lines and turn. (7) To read their own writing.

SECOND GRADE.

(1) The work of the first grade reviewed and continued. (2) Make writing more legible, freer, more graceful and rapid. (3) Copy from print to script. (4) Use the required copybook.

THIRD GRADE.

(1) Continue and demand the good work of the first and second grades. (2) Under no circumstances allow the children to grow careless. (3) Place stronger stress on legibility and rapidity. (4) Introduce letter writing and make it practical. (5) Use the required copybook.

**There is, at the surface, infinite variety of things;
at the centre there is simplicity and unity of cause.**

—Emerson.

TREES.

BY ANNA E. MC GOVERN,
Cedar Falls, Ia.

"Father, Thy hand
Hath reared these venerable columns. Thou
Didst weave this verdant roof. Thou didst look down
Upon the naked earth, and forthwith rose
All these fair ranks of trees."

—Bryant.

Trees are of universal importance and interest. They exert a refining influence of untold value, and are generally available in every locality. We

tanning purposes, and trees of the required size are from 100 to 400 years of age.

One hundred and twenty-five thousand trees are annually required for lead pencils alone.

A single factory in America sends 40,000 bushels of shoe pegs to Europe yearly besides what it disposes of at home.

It is estimated that it takes 10,000 acres of forest to supply the toothpicks of the country



ONE HUNDRED AND FIFTY OF THESE GIANT TREES IN ONE SMALL GROVE AT SANTA CRUZ. THEY ARE FROM 210 TO 310 FEET TALL.

are indebted to them in numberless ways for many of the comforts and luxuries of life. Wood has always been of the greatest importance to mankind. It is easily worked, is light and durable, and is used in an endless number of ways.

DURABILITY.

Pliny tells us that the cedar beams of the temple of Apollo at Utica were sound 1,200 years after their erection. The cypress gates of Constantinople were eleven centuries old when they were destroyed by the Turks in 1453.

SOME OF THE USES OF TREES.

It is claimed that the daily requirements of one of the leading New York journals represents seven acres of primeval forest. Also, taking the yield of an average spruce fir, from which wood pulp is made, as about 500 pounds of paper, nine works of fiction were recently responsible for using up no less than 4,000 trees. Boulger estimates that in 1884 all the available timber from more than 4,000,000 acres of California redwood was used in making the sleepers of the railways then existing in the United States.

For years about \$15,000,000 worth of hemlock bark has been used annually in this country for

every year, and 10,000 more to supply the excelsior.

Large timbers are used for bridge building and for supporting pillars in mines. Forests are used as game preserves, as pleasure parks, and as health resorts.

The success of a great many industries depends upon the forest,—the maple-sugar industry, the pitch and turpentine industry, the pulp industry, and many others. The greatest use we make of forests is for lumber for building, for paper, and for furniture. We use over 30,000,000,000 feet of lumber per year in this country. This is three times as much per capita as is used by Europeans.

In 1905 the number of mills engaged in the manufacture of both pulp and paper was 117, and the number engaged in the manufacture of pulp alone was 120, making the total number of mills manufacturing pulp 237. Spruce is the wood most used for pulp, furnishing more than seventy per cent. of the total amount. Next to spruce and poplar, hemlock is most used.

We are indebted to the forests of past ages for our rich coal fields.

RAILROADS.

The railroads of the United States require

620,000,000 wooden cross ties, and every year 100,000,000 new ties must be cut. This strips annually 200,000 acres of perfectly wooded ground.

The timber used in the United States alone in 1895 has been computed as being sufficient to load a train 100,000 miles in length, or long enough to reach four times around the globe.

FIRES.

The annual loss to the United States by fires in timber and buildings is estimated at \$50,000,000.

With the enormous demands of the builders, the tanners, the paper makers, and a thousand other users of wood, it is not to be wondered at that forest experts have, for several years past, considered the situation alarming and have predicted that should forest destruction continue at the same rate, a timber famine in fifty years is inevitable.

VALUE OF TREES RECOGNIZED.

Trees, however, are coming to be considered of very great importance. The interest shown by Congress in recent sessions indicates that the subject of forestry is regarded, as Colonel Roosevelt declared, "one of the most vital of the international problems of our country." The government has acquired 160,000,000 acres of timber, known as "national forests," and the United States Forest Service is carrying on a successful educational campaign to secure greater care in the handling of timber lands.

The result of a recent controversy between a park department and a department of water supply is another proof of interest. The department of water supply had started to dig a ditch for a water main that would destroy one of the finest maple trees in Central park. When the park department protested, the water supply authorities declared that a change in the route of the ditch would cost the city \$15,000. The park department agreed that the maple tree was worth that sum, and another route was chosen.

A trolley track in Connecticut has been switched from one side of the road to the other a half dozen times in a distance of nine miles to avoid injuring the trees.

THE REDWOODS OF CALIFORNIA.

The Bohemian Club of San Francisco bought 160 acres of gigantic redwood trees, situated some fifty miles north of the city, for a permanent camping ground. The last of August each year the members of this club hold a great festival in their grove. The performance usually consists of a drama, written and set to orchestral music by members of the club. It is described as a grand spectacle combined with poems and songs in praise of the forest. The grove was

bought for an enormous sum at a time when the mill men were about to destroy it. The redwood shoots up straight for 300 feet. Its evergreen foliage is short and feathery, and it is said to be without a rival in stately beauty.

"Thou hast not left

Thyself without a witness, in these shades,
Of thy perfection. Grandeur, strength, and grace
Are here to speak of thee."

—Bryant.

One hundred grand old white pines, growing on nine acres of land in Carlisle, Penn., were saved from the lumber-man's axe a few years ago, purchased by popular subscription for a large sum, and placed in charge of a club as a public reservation.

The aspen and the Carolina poplar are being planted in large numbers for the making of wood pulp. At present many newspapers are printed on poplar. Modern forestry is now planting trees on waste lands for the pulp "crop," and the common poplar is taking the place of the spruces. Millions of trees are being planted by the railroad companies for future use. General Palmer of Colorado, a railroad president and also president of the International Arboriculture Society, succeeded in interesting the great railways of America in forest planting and management.

At the Louisiana Purchase Exposition the society made an exhibit of the catalpa which attracted world-wide attention, and for which they were awarded the grand prize.

J. Sterling Morton, the originator of Arbor Day, was instrumental in having over a million trees planted in Nebraska on the first Arbor Day, April 10, 1872. This was the means of starting tree planting all over the world.

A great philanthropist has said: "To allow a child to grow up without planting a seed or rearing a plant is a crime against civilized society; and our armies of tramps and hordes of hoodlums are among the just fruits of our educational system that slights this most important matter."

John Davey Kent, a genuine lover of trees, says: "After fifty years' care of trees, I have come to the conclusion that there is but one remedy, namely, to teach the child. Educate the child."

The teachers' duty is plain to cultivate in children's hearts a sincere, a deep-rooted love for trees, and a desire to know more about them. If this is not done, Arbor Day will be observed in vain. The forest has a spiritual, an ethical, as well as a purely economical importance.

"There is something nobly simple and pure in a taste for the cultivation of forest trees. It argues, I think, a sweet and generous nature to have a strong relish for the hardy and glorious sons of the forest."—Irving.

The children who are over-age for their grades and the children who make slow progress through the schools are in large part different individuals.—*Leonard P. Ayres.*

A Teacher's Conscience Catechism.—(II.)

BY THOMAS E. SANDERS.

36. Do I scold?
37. Do I seek to make my pupils self-reliant and able to help themselves?
38. Do I govern by fear?
39. Do I seek to make pupils self-governing?
40. Do I trust my pupils?
41. Do my pupils trust me, or do they regard themselves on one side of a fence and the teacher on the other, each privileged to annoy the other as much as possible?
42. Do I make punishments reasonable and just, but absolutely sure, when offences have been committed knowingly?
43. Do I look after the health and comfort of my pupils?
44. Do I look after my own health properly?
45. Do I make the schoolroom neat and attractive to pupils?
46. Do I have a well-arranged program and follow it?
47. Do I assign lessons carefully and definitely, and hold each member of the class responsible for honest work and preparation?
48. Do I take educational journals, attend teachers' meetings, institutes, and associations, and seek to improve myself and the profession?
49. Do I seek to belittle the work of my predecessor, or through selfish motives tear down the work or reputation of other teachers?
50. Do I really apply these questions honestly and inquiringly to myself? If so, my work will improve year by year.—Texas School Journal.

Colors of College Pennants.

Adelphi—Brown and gold.
 Amherst—Purple and white.
 Bates—Garnet.
 Boston—Scarlet and white.
 Bowdoin—White.
 Brown—Brown and white.
 Bryn Mawr—Yellow and white.
 Bucknell—Orange and blue.
 College of the City of New York—Lavender.
 Columbia and Barnard—Light blue and white.
 Cornell—Carnelian and white.
 Dakota—Blue and white.
 Dartmouth—Green.
 De Pauw—Old gold.
 Dickinson—Red and white.
 Earlham—Yellow and green.
 Fisk—Blue and yellow.
 Franklin and Marshall—Blue and white.
 Georgetown—Blue and gray.
 Girard—Steel and garnet.
 Goucher (Woman's College of Baltimore)—Dark blue and old gold.
 Hampton—Blue and white.

Harvard—Crimson.
 Holy Cross—Purple and white.
 Indiana—Crimson and cream.
 Iowa State—Cardinal and gold.
 Johns Hopkins—Black and old gold.
 Kentucky—Crimson.
 Knox—Purple and old gold.
 Lafayette—Maroon and white.
 Lake Forest—Red and black.
 Lehigh—Brown and white.
 Leland Stanford—Cardinal.
 Marietta—Navy blue and white.
 Massachusetts Institute of Technology—Cardinal and silver gray.
 Mercer—Orange and black.
 Miami—Crimson and white.
 Mount Holyoke—Light blue.
 Mount Union—Royal purple.
 Nevada—Royal blue and white.
 New York University—Violet.
 Northwestern—Royal purple.
 Oberlin—Crimson and gold.
 Ohio State—Scarlet and gray.
 Ohio University—Olive green and white.
 Ottawa—Sunflower yellow.
 Polytechnic Institute—Blue and gray.
 Pratt—Cadmium yellow.
 Princeton—Orange and black.
 Purdue—Old gold and black.
 Radcliffe—Red and white.
 St. Lawrence—Scarlet and brown.
 Simmons—Blue and gold.
 Smith—White.
 State University of Iowa—Old gold.
 Syracuse—Orange.
 Temple—Cherry and white.
 Trinity—Navy blue.
 Tufts—Brown and blue.
 Tuskegee—Crimson and old gold.
 University of Alabama—Crimson and white.
 University of Arkansas—Cardinal.
 University of California—Blue and gold.
 University of Chicago—Maroon.
 University of Colorado—Silver and gold.
 University of Georgia—Red and black.
 University of Idaho—Silver and gold.
 University of Illinois—Orange and blue.
 University of Kansas—Crimson and blue.
 University of Maine—Light blue.
 University of Michigan—Maize and blue.
 University of Minnesota—Old gold and maroon.
 University of Missouri—Black and old gold.
 Yale—Blue.

Pity me not: it makes me pitiful.
 Grieve not for me; 'twill see me grieving, too.
 Come not forebodingly, but courageous,
 And speak the shining word that's strong and true.

If you would have me fearless, have no fears;
 If you would have me light and sorrow-free,
 Then give your steps the music of the spheres,
 Make your eye steadfast as eternity.

—Anonymous.

It is not enough to tell how to do a thing, you must be ready to demonstrate that you can do it.—John Dewey.

TIMELY TOPICS.

ARE THERE TO BE TWO CHINAS?



HE troubles in China have brought out what has long been known, that there is a great difference between the people of Southern China and those of Northern China. In the South the people speak of themselves as the real Chinese, while they think and speak of the people of the North as Manchus. The Manchus have been the ruling class in China for a long time, and the people of the South do not like their Manchu rulers, and have risen in rebellion against them. This is the real cause of the present war. Some people who wish peace in China rather than war have proposed that the great country be cut into two parts, one part to be a republic, the other to be a kingdom. If that should come about there would be two Chinas instead of one,—one a republic something like the United States, and the other a kingdom under Manchu rule, as all China is now. Whether that would work or not one cannot say, but some people think it would, and that it is the only plan that will work. We shall have to wait and see.

RUSSIA GETS OUR MESSAGE.

Nearly eighty years ago Russia and the United States made an agreement with each other as to how they would trade with one another, and how they would treat the people of each country when they happened to be in the other's land. This agreement worked well for a long time, but of late it has made no end of trouble. Many Jews have come to the United States recently, and have become American citizens. Some of these new-made citizens wish to go back to visit their friends in Russia, and they wish to go with all the rights of American citizens. But Russia does not like to have them return, even if only for a visit, for she fears that they will be troublesome. She has refused to receive them as American citizens. If they come to her they must come as Jews, not Americans. This has made the United States very angry, and the President has told Russia that it will not have the old treaty between them any longer, and that it will end with the beginning of the year 1913. Naturally, Russia does not like such a message as that from us; but America felt that it was right for her to send it, as her citizens must be treated well in any land which they may visit.

A NEW STAR IN OUR FLAG.

The azure field of our flag is getting quite full of stars, but there seems to be room for a few more. Each star represents a state, and the new star is to represent a new state—the State of New Mexico. Congress has been thinking and talking a long time about admitting New Mexico to the sisterhood of states, and at last the time for her admission has come. President Taft has proclaimed to all the other states, and to the world, that New Mexico is now a state of this country, and must be treated as such. The last star that

was added to our flag represented Oklahoma. The new one will represent New Mexico. It was thought that there would be two new stars—New Mexico and Arizona, but Arizona is not quite ready for statehood, and so New Mexico comes into the Union alone.

WHAT THE HOLIDAYS BROUGHT MR. RILEY.

We remember, perhaps, that J. Whitcomb Riley, the Indiana poet, has been ill for some time. He has been so ill that he has lost the use of his right arm entirely,—his pen hand and arm. But the holiday season brought him more than 1,200 loving greetings from people that were delighted with his poems, and all expressing a wish for his recovery. One of the messages suggested that Mr. Riley learn to write with his left hand, now that the power of the right hand is gone. The many greetings made the poet glad, and he said: "How can I be downcast when I have so many well-wishers whom I have never seen?"

FRANCE TO MAKE US A GIFT.

Last June there was a great celebration at Lake Champlain of the discovery of the lake by Champlain 300 years before. Then it was determined to erect a large monument there of Champlain, and it is to be dedicated next June. Champlain was a Frenchman, and France thought she would like to have some part in this monument. So she is to send us a bronze bust representing France to be placed at the base of the monument. It will be the figure of a beautiful young woman, alert and graceful, her hair done up to form a helmet, and her body encased in armor. In the far-away days the beautiful lake belonged to France, but afterwards it became ours. So there seems to be a propriety in France having some place of honor in the new monument, and her gift will be welcomed, as was her Statue of Liberty which she sent us years ago.

PERILS OF THE HUNTING SEASON.

When the hunting season in New England closed recently, it was found that more than 10,000 deer and 300 moose had been shot by the hunters. This seems an awful slaughter of innocent creatures just for sport's sake. But there was something worse than this, for it was found that thirty-three hunters were killed, either by careless handling of their own guns, or by careless shots from the guns of their comrades in the woods. In most instances they were mistaken for deer in the thickets of the forest. It is a very sad thing to think about, but it occurs year by year and all in the interest of sport. It is a pretty dear kind of sport.

THE BISHOP AND THE DOVE.

Bishop Greer of New York had a surprise the other day while he was preaching in the Cathedral of St. John the Divine. He was preaching about peace instead of war among the nations, and while in the midst of his sermon a beautiful dove

A Hero.

TO be a hero does not mean
To march away
At sounding of the trumpet call
To war's array;
It does not mean a lifeless form
'Neath foeman's dart;
To be a hero simply means
To do your part.
Perhaps you may not gain the cheers
Of the great world;
Just do your part each little day,
Be brave and true;
A greater than a soldier's joy
Will come to you.

Recitations on Manners.

BY LAURA ROUNTREE SMITH.

[Book rights reserved.]

[To be given by four children in costume.]

Japanese girl.—

Miss Ah Le Loo from far Japan
Carries a parasol and fan,
This little maid from o'er the sea
Bows to you on bended knee. (Bows.)

Other three.—

And so she bows to you and me,
This little maid from o'er the sea!

Holland girl.—

In Holland where the windmills blow,
Little Gretel lives, you know;
She leaves her shoes outside the door,
For fear she will mark up the floor.

Other three.—

Little Gretel is polite,
And she can also read and write.

Indian boy.—

Brave Eagle is an Indian boy,
He has an arrow for a toy;
He says: "May I please call for you
In my little light canoe?"

Other three.—

Brave Eagle in his light canoe
Will take us o'er the waters blue!

American boy.—

There was once a little boy,
I've often heard it said,
Who would never say "Good night,"
When it was time for bed!

Other three.—

'Tis very sad if it be true,
And we hope it wasn't you!

All.—

Foreign children do not tease,
"Thank you" say, and "If you please,"
"Excuse me," "Beg your pardon," say,
And use good manners every day!

[The children may recite singly or in concert, pointing to eyes, ears, mouth, and nose, as they mention them.]

First child.—

Two little eyes must learn to see
How very polite a child can be.

Second.—

Two little ears must learn to hear
Many a lesson from mother dear.

Third.—

With one little nose we know full well,
Many pleasant things we smell.

Fourth.—

One little mouth should never tease,
But say politely: "If you please!"

All.—

Eyes and ears and mouth and nose
Are quite useful we suppose,
Then while we learn to read and write,
We'll also learn to be polite.

The Snowdrop.



ANY, many welcomes,
February fair-maid,
Ever as of old time,
Solitary firstling,
Coming in the cold time,
Prophet of the gay time,
Prophet of the May time,
Prophet of the roses,
Many, many welcomes,
February fair-maid!

—Tennyson.

Unafraid.



WHO'S afraid of a cow?
They're so gentle and kind
You can go up quite close, and they none of
'em mind.
An' they like little girls, so I've heard people
say—
But I wish, oh, I wish they was furdur away!

Pooh!—who's afraid?
They're as good as can be,
An' one's a child cow that is younger than me.
An' they give us good milk—an' there's nothing
to fear,—
But I wish, oh, I wish that my daddy was here!
—Burgess Johnson, in Harper's Magazine.

An Acquaintance Declined.



ONE sunny day, upon the snow
Heaped on a garden wall,
There sat a cat so round and fat
She looked quite like a ball.
Me-ow!
She looked quite like a ball.

A little girl was passing by,
Her hair was brown and gold;
She stopped, and leaning on the gate,
Said: "Pussy, aren't you cold?"
Me-ow!
Said: "Pussy, aren't you cold?"

"Don't look so grave; come here to me;
At home I've kittens two,
And I should like—indeed I should—
To make a friend of you.
Me-ow!
To make a friend of you."

Puss did not stir while "Thank you, Miss,
For your kind words," she said;
"But, truth to speak, I do not like
That thing upon your head.
Me-ow!
That thing upon your head.

"For much it looks to me as though
Your very furry hat,
So fine and soft, might once have been
A very furry cat.
Me-ow!
A very furry cat!"

—Selected.

Washington's Birthday.

TIS splendid to live so grandly,
That, long after you are gone,
The things that you did are remembered,
And recounted under the sun;
To live so bravely and purely,
That a nation stops on its way,
And once a year, with banner and drum,
Keeps its thought of your natal day.
—Margaret E. Sangster.

What the Horse Said to the Driver.

UP the hill whip me not,
Down the hill hurry me not,
In the stable forget me not,
Of hay and grain rob me not,
Of clear water stint me not,
With sponge and brush neglect me not,
When sick or cold chill me not,
With bit or rein jerk me not,
And, when angry, strike me not."

A Disconcerted Scholar.

WHEN little Arabella Krupp first started in to school,
She found it very difficult to follow every rule.
Of course, she tried her very best that teacher
should not frown,
And swift obedience she gave when teacher said:
"Sit down!"
But the next thing that she said to her was:
"Little girl, sit up!"
Which greatly disconcerted little Arabella
Krupp.
—Pauline Frances Camp, in St. Nicholas.

Good Night.

GOOD night! Good night!
Far flies the light;
But still God's love
Shall flame above,
Making all bright.
Good night! Good night!

—Victor Hugo.

Shortest month of all, we greet you!
Bring us clouds, or bring us sun,
Surely all will bid thee welcome,
Month that gave us Washington!

—E. C. Dowd.

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If you have Red, Weak, Weary, Watery Eyes or Granulated Eyelids. Murine Doesn't Smart—Soothes Eye Pain. Druggists Sell Murine Eye Remedy, Liquid, 25c, 50c, \$1.00. Murine Eye Salve in Aseptic Tubes, 25c, \$1.00. Eye Books and Eye Advice Free by Mail.

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Emerson says: "Do not bark against the bad, but chant the beauty of the good."
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BOOK TABLE.

SELECTIONS FOR MEMORIZING. By Avery Warner Skinner.

BOOK ONE. For first, second, third, and fourth years. 86 pp. Price, 25 cents.

BOOK TWO. For fifth and sixth years. 96 pp. Price, 30 cents.

BOOK THREE. For seventh and eighth years. 160 pp. Price, 35 cents.

COMPLETE BOOK. Price, 70 cents.

New York, Boston, Chicago: Silver, Burdett & Co.

Few things learned in school are an especial comfort or joy in after life. Most studies are focused for business, for use in life. Few persons recite the multiplication table, rules of grammar, or facts in geography or history in hours of leisure either for comfort or pleasure, but things memorized, if wisely selected and well taught, may be a keen delight in a lonely hour by day, or in a wakeful hour at night, or it may give rare comfort in the hour of anxiety, pain, or bereavement. Dr. Charles W. Eliot of Harvard University has said: "I hold in my memory bits of poetry, learned in childhood, which have stood me in good stead through life in the struggle to keep true to just ideals of love and duty." Whoever cannot say that is to be deeply pitied. There are two reasons why all cannot say that. First, because teachers have not at hand the selections for memorizing, and, secondly, because they do not take time enough in school for adequate recitations and repetition. These books are a notable collection of just the things teachers need. The three volumes present the poems in a convenient and practical form. The division into three volumes keeps the material fresh for each succeeding group; three times, during his eight years of school, the child has the pleasure of beginning a new book, full of unknown treasures. This fact gives him a keener interest in learning the poems. Besides the selections to be learned, these books contain poems of special interest for history classes; there are also longer poems, rich in cultural power.

PINOCCHIO IN AFRICA. Translated from the Italian of E. Cherubini by Angelo Patri. Illustrated by Charles Copeland. Boston, New York, Chicago: Ginn & Co. Cloth. 152 pp. Price, 40 cents.

Of all the stories written for the children of Italy, Collodi's "Pinocchio" has met with the highest favor. The wooden marionette, whose adventures are there set forth, immediately became the hero of juvenile romance. Italian artists and storytellers found in him a delightful subject, and various books, by different authors, now celebrate his exploits. Brought across the seas he was welcomed by American children, who will be eager to read, in this new volume, of his travels in Africa. With characteristic effrontery Pinocchio attempts to play a great part, which leads him into many fantastic situations. The moral, as in Collodi's masterpiece, is obvious without being disagreeable, and the author has been thoroughly loyal to the original conception of his marionette hero. The

amusing illustrations of the original are fully equaled in the present edition, and the whimsical absurdities which delight Italian children have been reproduced as closely as a translation permits.

PRIMARY LANGUAGE LESSONS. By Emma Serl, Kansas City, Mo. New York, Cincinnati, and Chicago: American Book Company.

A second and third grade language book is here provided with practice exercises so simple, natural, and attractive that the little people will use English correctly and fluently and enjoy it as much as they would games. There is real genius, true art in the way this book leads the children to learn to do by doing.

HOME LIFE IN ALL LANDS—BOOK III: ANIMAL FRIENDS AND HELPERS. By Charles Morris. Philadelphia: J. B. Lippincott Company. Cloth. 344 pp. Price, 75 cents.

The author of this work has already published two volumes under the above general title, and in this volume deals with the various animals that in some way or other are distinctly related to man's domestic life, and that of all lands. It is a delightful bit of reading, especially for the children; and then it is profusely illustrated, which will bring them additional delight. The habits of bunnies and guinea pigs, of dogs and cats, of horses and oxen, of swans and geese, and a hundred others are carefully described, and every now and then an excellent story about them is told. The child will sit in open-eyed wonder as it hears this book read to him or her, and will learn much from it that will not be forgotten for many a long day, if at all.

EXERCISES IN ARITHMETIC. Selected, graded, and arranged to meet the requirements of the hygiene of the eye and neuro-muscular apparatus by Edward L. Thorndike. No. 1, No. 2, No. 3, No. 4, No. 5. 225 Fifth avenue, New York: Frank D. Beattys & Co.

This is a most attractive way of presenting examples and problems for children to use without taking any possible chance of being harmed by eye strain or by mental strain. It is good pedagogy as well as good hygiene. It is further demonstration of the skill with which Mr. Beattys and his associates get the most thought in every line of school work with which they deal. This is surely high art and good science.

BOW-WOW AND MEW-MEW. By Georgiana M. Craik. Merrill's Story Book Series. New York: Charles E. Merrill. Cloth. 146 pp. Illustrated. Price, 30 cents.

This is a new edition of the little classic by Georgiana M. Craik. It is a story which thoroughly delights little children. It is hardly a fairy tale or a fable, nor is it a prosaic narrative. It is a tale of a dog and a cat who, through a series of adventures, learn some wholesome lessons. It is written in one and two syllable words printed on heavy paper in large type, and is illustrated with original drawings.

SONGS BY THIRTY AMERICANS. Edited by Rupert Hughes. Boston: Oliver Ditson Company. Folio. Pages xxv.+137. Price, paper, \$1.50; cloth, \$2.50.

This volume includes biographical sketches of the thirty Americans whose songs follow in the book. The authors include John P. Paine, Dudley Buck, Reginald De Koven, Ethel Burt Nevin, and other well-known composers. The songs are mainly for high voice, and have piano accompaniments well arranged.

AN AMERICAN IN GERMANY.

By E. E. Patton, Yonkers, N. Y. Boston: D. C. Heath & Co. Limp cloth. 184 pp. Price, 75 cents.

The author of this little work presents it as an aid to those who have learned German from their book, but who upon their arrival in the native home of that language would find themselves quite incapable of carrying on even a simple conversation in that tongue. It is a finely arranged bit of work, with conversations in English on one page and German on the opposite page. And these sample conversations are just such as the new arrival would find it necessary to use in a foreign land. There are forty-six of these in all, dealing with introductions, orders for meals, shopping at the post-office, the theatre, the dinner table, letters, etc. The conception of the work is capital, bringing to many students and travelers just the hints and helps they require to make German oral as well as classical. It will meet a wide need.

THE CIRCLE K; OR, FIGHTING FOR THE FLOCK. By Edwin L. Sabin. Illustrated by Rowe. New York: Thomas Y. Crowell Company. Price, \$1.50.

Boys who have followed the adventures of Phil Macowan with the Bar B outfit through this series descriptive of real western ranch life will be interested to find that the Bar B's have "gone into sheep." The introduction of irrigation and consequent fencing off of the old range have ended the cattle business for them. The Circle K's, as the Bar B's are now called, soon master the ins and outs of sheep herding, and have time to give to such things as the pursuit and capture of some bad men, the shooting of coyotes and other pests, and the defence of the sheep by force against the cattle men who have posted "dead line" notices. Clarence Rowe has illustrated the text with a number of spirited and well-executed drawings.

What is a Billion?

Great Britain clings to its own numerical system and regards a billion as a million times a million. But America differs, a billion in the United States being only a thousand million. This is perhaps the only instance in which a thing is bigger in the old country than in the new. One has to go only a little way from England—to Calais—to find the billion lessened; for France dignifies a thousand million with the name of billion. They are wasting a word in France in this connection, however, inasmuch as there is already a word, milliard, to designate this number.—Exchange.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received not later than the fifteenth of the month.

MEETINGS TO BE HELD.

- February 1, 2: Northwestern Educational Association, Moorhead, Minnesota.
- February 8, 9, 10: North Central Minnesota Association, Bemidji.
- February 15, 16, 17: Southern Minnesota Educational Association, Mankato.
- February 23, 24: State branch of the National Society for the Promotion of Industrial Education, Buffalo, N. Y.; secretary, Matthew P. Adams, 105 East 22nd street, New York city.
- February 22 to 25: Northeast Minnesota District Association, Duluth.
- February 26, 27, 28, 29: Department of Superintendence of the National Education Association, St. Louis, Mo.
- March 8, 9: Southern Wisconsin Teachers' Association; president, Superintendent Clough of Portage.
- March 15, 14, 15: Central California Teachers' Association, Fresno.**
- March 22, 23: North Central Association of Colleges and Secondary Schools, Chicago; secretary, Thomas Arkle Clark.**
- March 27-29: Southwestern Nebraska Teachers' Association, McCook; president, Superintendent C. F. White, Trenton.
- March 28, 29, 30: State Teachers' Association of South Carolina; secretary, W. H. Jones, Columbia.
- April 3, 4, 5, 6: Spokane (Wash.) Inland Empire Association; president, C. A. Duniway, Missoula, Mont.
- April 3, 4, 5: Southern Educational Conference, Nashville, Tenn.
- April 5, 6: North Platte Valley (Nebraska) Teachers' Association, Bridgeport.
- April 4-6: Southeast Iowa Teachers' Association, Grinnell; president, Cap E. Miller, Sigourney.
- April 4, 5, 6, 1912: Alabama Educational Association, Birmingham; president, D. R. Murphy.
- April 19, 20: Central Missouri Association, Warrensburg, Mo.; secretary, T. R. Luckett, Sedalla.
- April 26: Annual meeting of Fairfield County Teachers' Association, Bridgeport, Conn.; president, William B. Kelsey.
- May 2, 3, 4: Mississippi Teachers' Association, Gulfport; president, Dr. D. C. Hall.
- June 12-19: Thirty-ninth conference of the National Conference of Charities and Correction, Cleveland, O.; Alexander Johnson, Angola, Ind., general secretary.
- July 2-5: American Institute of Instruction, North Conway, N. H.; president, C. T. C. Whitcomb, Brockton, Mass.; secretary, Wendell A. Mowry, Central Falls, R. I.

NEW ENGLAND STATES.

VERMONT.

JOHNSON. The Normal school is to have a new dormitory which will mean much to the institution. The standard of admission is to be raised quite decidedly; the institution will now be strictly a state normal school. Great things have been accomplished during the administration of Lyman R. Allen.

MASSACHUSETTS.

BOSTON. The teachers whose salaries have been less than \$1,000 maximum are to have their salaries increased from January 1, so far as the ten cents on \$1,000 provided by the last legislature will allow.

Nearly 5,000 persons have signed the petitions of the Massachusetts Peace Society for the ratification of the arbitration treaties with Great Britain and France, without amendment. These have been handed in two installments to Senator W. Murray Crane for presentation to the United States Senate. On receipt of the last set of petitions on January 9 Mr. Crane wrote to the Massachusetts Peace Society: "As I have previously advised you, I shall take pleasure in doing all that I can to bring about the ratification of the treaties."

At the school committee meeting recently measures were taken to carry out the campaign promises made by Messrs. Brock and Lee, who were re-elected to the committee. An order was passed which will reduce the quota of pupils per teacher in the elementary classes from forty-four to forty, and in the ungraded classes from thirty-five to thirty. This order will go into effect next September, and will mean among other things the appointment of 200 additional teachers and an initial cost of \$120,000. An order was also passed nearly doubling the salaries of the janitors of evening high and industrial schools. The recommendation of the athletic committee that the school committee assume all control of school athletics, including the financial end, was approved. It is hoped by this move to remove any stigma of professionalism from athletics, to promote a more general interest in games among the pupils by allowing them to attend the games free of charge. Supervisor Field reported that the experimental rule of prepayment by evening school pupils, which went into effect last fall, has proven successful. The enrollment has been smaller, but the attendance has been better and the results more satisfactory on the whole. The scheme is of requiring an advance payment of \$1.00 of pupils enrolling in the evening classes. This payment is returned at the close of the year if attendance is kept up. Paul V. Donovan, the sub-master of the Martin school, was appointed to the principalship of continuation schools, beginning February 1. This is a vindication of the experiment in these continuation schools in Boston.

BRIDGEWATER. The Bridgewater Normal Association will hold a meeting in Kingsley hall, Ford building, Boston, on February 3. At 12.30 p. m. the members will gather

for a social reunion, and this will be followed at 1.15 by a dinner. Dr. George H. Martin will be the guest of honor. Addresses will be given by Commissioner Snedden, Rev. Edward Cummings, and Dr. Martin. Among others who are expected at what should be a large gathering are Miss Sarah L. Arnold, Albert G. Boyden, and Arthur C. Boyden.

NEWTON. It is the purpose of Irving O. Palmer, principal of the Newton Technical high school, to have that high school conserve the entire body of youth in Newton of high school age. Under Mr. Palmer's direction a systematic canvass is made of all the pupils who have passed through the Newton grammar schools and who have not enrolled in the Newton high schools. The purpose of this investigation is to ascertain the reasons why pupils drop out of school at the end of the grammar school course, and to induce them to enter some of the many and varied courses of the Newton high school. All pupils whose attendance is unsatisfactory at the Technical high school are to be looked up by a teacher specially delegated to perform that work, and it is hoped that the closer relation thus secured between the home and the school may lead to greater efficiency on the part of the pupils. The department of applied electricity is now very completely equipped.

CONNECTICUT.

BRIDGEPORT. The first issue of the Artisan is out. It is the organ of the State Trade school of Bridgeport established by the state of Connecticut "in the interests of teaching anybody, any trade, any time. It will be a monthly issue done by the printing department of the school, and it is intended that each issue shall contain, among other things, an article written by a local man of note regarding special phases of industrial production."

MIDDLE ATLANTIC STATES.

NEW YORK.

BUFFALO. According to a circular sent out by County Superintendent W. E. Pierce the following are "essentials":—

"Every common school district should have a good modern school building, well equipped and well kept, with good-sized school grounds well cared for, a well and pump on the premises with individual drinking cups, clean water closets, well built and properly screened if outside of school building. Outbuildings should be clapboarded. Fences and outbuildings should be painted to harmonize with the school buildings.

"Every school should have a good working library, supplementary readers in sets, maps, charts, globe, dictionary, table for dictionary, globe and magazines, two or three chairs besides the one furnished for the teacher, good blackboards, bookcases, proper seats and desks, a few good pictures in frames, a wall clock, school bell in cupola, uniform textbooks, an organ or piano, nature study and agricultural apparatus suitable for school use."

PENNSYLVANIA.

CLARION. Dr. Becht's successor at the normal school here is Harry M. Shafer of the faculty of the University of Pittsburgh. Professor Shafer is a native of Illinois. He graduated from Eureka College, Illinois, at the age of eighteen and entered the teaching profession. Several years were spent in rural school districts and as principal of small town schools, with the summers devoted to study at the Illinois Normal University. He later did undergraduate and graduate work in psychology, education, and sociology. At Teachers College, Columbia, he followed work in the same lines, especially with reference to normal school administration and methods. From Columbia he went to the San Diego, California, Normal school, where he established a department of education and became director of the training school. The new State Normal school at Cheney, Washington, was the scene of his activities for the five years following his work at San Diego. From Washington he came to the University of Pittsburgh and became the professor of the history of education and high school inspector. With the reorganization of educational administration in this state he was appointed as one of the three members of the Bureau of Professional Education, which position he leaves to become principal of the normal school here.

PHILADELPHIA. By the death of Dr. Jesse H. Michener, district superintendent of schools, Philadelphia has lost one of its educational leaders, and the teachership one of its most beloved members. Most of all, of him it should be written that he was one of nature's noblest gentlemen in the truest sense of that old-fashioned word.—The Teacher.

VIRGINIA.

RICHMOND. State Superintendent Eggleston is having considerable difficulty in straightening out the present intricate system of school accounts kept by the hundred county treasurers in the state. Among other inconveniences is the delay in the report of the state board of education.

SOUTHERN STATES.

NORTH CAROLINA.

RALEIGH. The North Carolina Teachers' Assembly held a wonderfully successful meeting in Raleigh from November 29 to December 2, according to North Carolina Education. The attendance was a record-breaker. One-third of the entire white teaching force came to the meeting, or, in other words, some 2,000. The city superintendents and principals there numbered fully 250. The Primary Teachers' Association was a good-sized assembly in itself. Nearly a hundred teachers registered in the new association, the Association of Grammar Grade Teachers. Dr. White of Atlanta and Speaker Clark were two of the headliners. Charles L. Coon of Wilson, president of the assembly, gave one of the most pointed talks on "What kind of a constructive educational policy should we stand for here in North Carolina?" He gave the following answers to his own question:—

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General History	Elementary Agriculture
Music	Botany
Drawing	
ACADEMIC DEPT. - EACH SUBJECT IS A COURSE	
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Am. Primary Teacher, Feb

"(1) This Teachers' Assembly should be a delegated body, which is another way of saying that it should be a body of teachers representing smaller teachers' organization.

"(2) We should have a state educational commission of not more than eight members which should have control of the licensing of all teachers, the control of courses of study, the selection of text-books, the control of all the means employed to train teachers, the licensing of supervisors and superintendents, and power to direct the general professional educational work of the state.

"(3) We should have the township as the unit of school organization. Not necessarily the present township, but a convenient school township.

"(4) County boards of education should be chosen by the township committeemen.

"(5) Provision should be made for the gradual absorption of all separate and special tax schools into a unified system."

Committees were appointed to look into the matter of putting an end to the present system of dividing the membership of the assembly into active and associate members, to consider reducing the membership fee from \$2.00 to \$1.00, and the president was asked in a resolution to appoint a committee to inquire into the standing of women teachers in North Carolina.

LOUISIANA.

BATON ROUGE. It will be September, 1913, before the Peabody Teachers College building is completed at the State University. The funds for the erection of this building, to the amount of \$40,000, have been donated by the Peabody Educational Fund, on the condition that the building erected with the \$40,000 be used as a training college for teachers, and that the State University have an appropriation of \$10,000 a year to maintain the college.

CENTRAL STATES.

ILLINOIS.

CHICAGO. Training in the newer vocations for women; better medical attention in the universities; approval of chaperons of sorority

houses by deans; movement toward student self-government—all of these questions of the past and present were advocated in resolutions adopted by the fifth biennial conference of deans and advisers of women in state universities in this city. The officers elected to serve at the next conference are: Miss Lucy Sprague, University of California, chairman; Mrs. Gertrude Martin of Cornell University, vice-chairman; Miss Isabella Austin of Washington State University, secretary. In the resolutions adopted the movement toward student self-government was approved, partly in the interest of discipline, but chiefly for the sake of developing individual responsibility and initiative in the students. In the matter of sororities it was said that no compromise short of an actual sophomore pledge day offered any solution of the difficulties of the present system of obtaining members. The need of university "halls of residence" was advocated as urgent, in order to promote unity in the student body and to facilitate self-government and establish proper social standards. It was urged that more thorough-going measures in medical examination and attention should be undertaken by the universities. The conference recognized the necessity of providing in the universities training in the newer vocations for women.

NEBRASKA.

In 1911 the number of graduates of the Nebraska high schools reached 2,951. The gain was nearly fifty per cent. It bids fair to equal in gain this year.

PAWNEE CITY. Pawnee County Schools for December contains letters which were received by some pupils of the county in reply to letters written to school children in Boston, Mass. There is a good opportunity for practical geography and history work in this sort of enterprise.

OHIO.

COLUMBUS. A multitude of subjects were discussed at the meeting of the Ohio School Improvement Federation which was held here late in December. There are so many organizations in this federation meeting at one time that it is difficult to

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keep track of the general line of work taken up, but it is certain that all agree that three subjects should be taken up in connection with the new state constitution. Shall the state school commissioner be elected or appointed by the governor? Is a state board of education advisable? How shall school revenues be increased? The fact that these questions are raised on points where laws already exist would lead one to believe that there was dissatisfaction with the present system. Deputy State Auditor Beatty in an address on "Operation of State Aid and Minimum Salary Laws Under the New Tax Limit" expressed the feelings of many when he said that the one per cent. tax law is not meeting the needs of many of the schools of the rural districts, that the county unit should be adopted, and that something must be done or some of the schools of the rural districts will have to close owing to lack of funds. At the sessions of the College Association steps were taken to bring about a thorough standardization of college entrance requirements within the state. Superintendent Kirkendall of Chillicothe in asking "How the Colleges Can Help the High Schools" suggested that the colleges must recognize high school problems, especially the new problems of fitting students to leave school at the end of high school studies, as the great majority are compelled to do, and fitting college students to make proper teachers for the high schools. The county and city school examiners expressed their opinion that the shortened lists of examination questions tend to befog examiners as to the qualifications of would-be teachers;

that no teacher's certificate should be renewed without an examination in theory and practice, and that applicants for teaching positions should be required to take examinations in the district in which they are to work. The officers for next year are F. A. Derthick of Mantua, president, and W. M. Beetham of Bucyrus, secretary-treasurer.

MIDDLETOWN. Two eight-room ward school buildings are being built here at a cost of \$40,000 each, and one building for manual training and domestic science is also being built, this at a cost of \$50,000. With these new quarters and sixteen new teachers added at mid-year Superintendent Wilson will have the problem of congestion well solved.

SOUTHWESTERN STATES.

CALIFORNIA.

LOS ANGELES. The city has just raised \$280,000 for another high school and \$150,000 for a new intermediate school. This latter school is to have ten acres in its grounds. A park has been purchased for an addition to the Polytechnic high school.

School buildings were used as polling places here last fall, with no interruption of the regular school sessions. By holding the election polls in public buildings the city saves \$50,000 annually and does not seem to harm the public property. Further, the children are given a practical lesson in civics.

COLORADO.

DENVER. In its fifteen years of existence the Denver Teachers' Club

has grown from a membership of less than 250 to a membership of 918. The president, Miss Anna L. Force, has offered a program of more strength than most teachers' clubs could hope for. Commissioner Claxton, David Starr Jordan, Seumas MacManus are among the headliners. A list of the committees gives an idea of the activities of the organization: Hospital committee, press department, athletic department, kindergarten department, art department, social department, and reading circle.

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NORTHWESTERN STATES.

WASHINGTON.

The supreme court of this state, in a decision handed down in a case involving title to school lands, puts an entirely different face upon the situation respecting the status of the school lands now held up in the federal forestry reserves. The decision is to the effect that the grant made by Congress to the state was a present grant, conveying full and complete title to all of Sections 16 and 36 in each township, whether the lands were surveyed or unsurveyed; and that after this grant was made the general government, through none of its agencies, could exercise control over those lands, save so far as was necessary in extending the public surveys. The decision declares void patents issued by the federal government to something like 200,000 acres of school land, on entries made by settlers after the state was admitted into the Union. Furthermore and incidentally, the decision upholds the complete, full, and absolute title of the state to the 600,000 acres of school land now tied up within the limits of the forest reserves. The authorities of the forestry service have insisted that the state took no title to those lands until they could be identified by reason of the extension of the public surveys over them; and the public surveys are not to be extended over the forest reserves. Incidentally, the forest service has been treating school lands within the reservations as belonging to the federal government and has sold, in instances, timber on such school lands and impounded the proceeds into the federal treasury. The decision of the supreme court of the state is not final. The supreme court of the United States must pass upon the question ultimately, as it involves a federal question and rights based upon patents issued by the federal government.

OREGON.

Oregon has an interesting legal provision that "any person who receives credits of ninety per cent. or over in any subject or subjects at any regular teachers' examination in this state shall not be required to take an examination again in such subject or subjects in order to receive any certificate for which the applicant may be eligible to apply."

Timely Topics.

[Continued from page 232.]

flew into the great church, winged its way two or three times over the heads of the people, then settled itself on one of the great pillars, and cooed softly at the Bishop as he continued his discourse on peace. The dove, as you know, is the emblem of peace, and it seemed a such a pretty thing for the dove to come in just when a good man was preaching about peace.

QUESTIONS.

1. Where is China? 2. What has been happening there? 3. What caused the war? 4. What is thought would end the war? 5. What is a republic? 6. What is a kingdom? 1. Why did many Russian Jews come to America? 2. Did they be-

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come citizens? 3. Did Russia like this? 4. Would she let them go back as Americans? 5. What message did the President send to Russia? 6. When will the treaty end?

1. What are the stars in our flag for? 2. How many are there now? 3. What is the new star to stand for? 4. Where is New Mexico? 5. What other state might have come with her?

1. Who is Whitcomb Riley? 2. Where does he live? 3. Has he been ill? 4. How ill? 5. What about his right arm? 6. How many messages were sent him? 7. Did they help to brighten his life? 8. What did he say about them?

1. Where was there a big celebration last year? 2. Where is Lake Champlain? 3. Who discovered it? 4. What country did he belong to? 5. What is France going to send us? 6. Where is it to be placed? 7. What kind of a figure is it? 8. What other statue did France send us? 9. Where does it stand?

1. How many deer were shot this season in New England? 2. How many moose? 3. How many hunters were killed? 4. What do you think of such a sport?

1. What Bishop was preaching? 2. Where? 3. What about? 4. What came into the church? 5. Where did it light? 6. What does a dove represent? 7. Do you believe in peace?

Annette Fairchild.

Cleaning Schoolrooms.

There are eleven cities in the United States that have the floors of schoolrooms washed daily, and eighty per cent. of the cities have the floors swept daily. This is wholly the result of modern health campaigns. It is not a great while ago that in many cities floors were only washed in vacation and swept but once a week.

There are six cities that have the floors washed every other day. All in all there are eighteen that wash the floors oftener than once a week, or less than two per cent. Seven per cent. of the cities only wash the floors as often as once a week.

More than eighty-five per cent. of the cities do not wash the floors as often as once a month.

Nearly fifty per cent. do not wash the floors oftener than twice a year.

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the floors oftener than once a year. Five per cent. of the cities never wash the floors.

There are thirty-one cities that have schoolhouse windows washed weekly. One-fifth of the cities wash the windows monthly or oftener. Half of the cities wash the windows as often as three times a year. In seven cities the windows are never washed, and in one-fourth of the cities not oftener than once a year.

Phrenologist (examining subject) — "This bump indicates caution. I should say you are a very cautious man."

Subject—"You're right there. I'm very cautious now. I got that bump falling down stairs."—Woman's Home Companion.

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I believe in my job.

It may not be a very important job, but it is Mine. Furthermore, it is God's job for me. He has a purpose in my life with reference to His plan for the world's progress. No other fellow can take my place. It isn't a big place, to be sure, but for years I have been moulded in a peculiar way to fill a peculiar niche in the world's work. I could take no other man's place. He has the same claim as a specialist that I make for myself. In the end, the man whose name was never heard beyond the house in which he lived or the shop in which he worked, may have a larger place than the chap whose name has been a household word in two continents. Yes, I believe in my job. May I be kept true to the task which lies before me—true to myself and true to God, who intrusted me with it.

I believe in my fellow man.

He may not always agree with me. I'd feel sorry for him if he did, because I myself do not believe some of the things that were absolutely sure in my own mind a dozen years ago. May he never lose faith in himself, because, if he does, he may lose faith in me, and that would hurt him more than the former and it would really hurt him more than it would hurt me.

I believe in my country.

I believe in it because it is made up of my fellowmen—and myself. I can't go back on either of us and be true to my creed. If it isn't the best country in the world, it is partly because I am not the kind of a man that I should be.

I believe in my home.

It isn't a rich home. It wouldn't satisfy some folks, but it contains

jewels which cannot be purchased in the markets of the world. When I enter its secret chambers and shut out the world with its care, I am a lord. Its motto is service, its reward is love. There is no other place in all the world which fills its place, and Heaven can be only a larger home, with a Father who is all-wise and patient and tender.

I believe in to-day.

It is all that I possess. The past is of value only as it can make the life of to-day fuller and freer. There is no assurance of to-morrow. I want to make good to-day.—Rev. Charles Stelzle.

Health Measures.

Every student using the gymnasium of the University of Michigan this year is asked a number of questions on the common-sense care of the body. A few of these are as follows: "Do you use tobacco? Do you chew your food well? What exercise do you take? Is your appetite good, etc., etc." And now from Heflin, Alabama, we have the following articles from a Good Health Club organized by Miss Annie Wilby, teacher of the fifth and sixth grades. Miss Wilby's initiative should have many followers. The articles of her boys' and girls' club are:—

"As a member of the Good Health Club, I promise for my own physical benefit to live according to the following rules:—

"First—To be regular in all that I do, namely: to rise at the same time each morning; to retire at the same time each night; to eat at the same time each day, and not between meals.

"Second—To sleep in a room where at least one window is open.

"Third—To eat the food I have learned to be nourishing and to know when I've had enough.

"Fourth—To drink eight glasses of water each day, two before breakfast, two before dinner, two after school, and two before retiring.

"Fifth—To walk and sit with my head and shoulders well back and my chest forward.

"Sixth—To fill my lungs with fresh air before each meal.

"Seventh—To spend as much of my time as I can in the sunshine.

"Eighth—To live entirely without stimulants.

"Ninth—To brush my teeth every morning and before retiring at night."—The Educational Exchange.

What Colors Mean on Maps.

The use of color on maps has now been reduced by the best map-makers to a logical system. Not very long ago we saw on our own maps of the United States each state differentiated from those around it by a covering of color. A tint along the boundaries would have answered every purpose and left opportunity to use colors throughout the sheet as part of the scheme of symbols. Many map colors are now copied directly from nature, and often those selected are particularly appropriate, as, for example, the common use of blues for rainfall maps, the deepening blues of the sea as depths increase, the deepening buffs and browns as the heights of the land augment, the yellow tints for arid and sandy regions, and greens largely used on maps dealing with plant geography. The map-makers of the leading nations are approaching one another more and more nearly in their use of map col-

ors; and for public convenience it is hoped that some day we shall see a uniform system of colors in all map symbolism. Such questions as these are sometimes settled by scientific bodies, as was the case when the Geological Congress at Bologna, in 1881, selected the colors to be applied to the international geological map of Europe.—Cyrus C. Adams, in Harper's.

Health Alphabet.

A is for Adenoids which no child should own.
 B for right breathing to give the lungs tone.
 C is for Cough which we should not neglect.
 D is for Dentist who finds tooth defect.
 E is for Evils of foul air and dirt.
 F is for Fresh air—too much cannot hurt.
 G is for Gardens where boys and girls play.
 H is for Hardiness gained in that way.
 I is Infection from foul drinking cups.
 J is for Joy in the bubbling taps.
 K is for Knowledge of rules of good health.
 L is for Lungs whose soundness is wealth.
 M is for Milk, it must be quite pure.
 N is for Nurses, your health to insure.
 O is for Oxygen, not found in a crowd.
 P is for Pencils—in mouths not allowed.
 Q is for Quiet, which sick people need.
 R is for Rest—as part of our creed.
 S is for Sunshine to drive germs away.
 T is for Toothbrush used three times a day.
 U is for Useful health rules in the school.
 V is the Value of learning these rules.
 W is Worry, which always does harm.
 X is 'Xcess—indulge in no form.
 Y is for Youth, the time to grow strong.
 Z is for Zest. Help the good work along.
 —A Chicago Tuberculosis Nurse in The Survey.

A Real Lady.

Among the youngsters belonging to a college settlement in a New England city was one little girl who returned to her humble home with glowing accounts of the new teacher. "She's a perfect lady," exclaimed

the enthusiastic youngster, "that's what she is!"

The child's mother gave her a doubtful look. "How do you know?" she said. "You've only known her two days."

"It's easy enough tellin'," continued the child. "I know she's a perfect lady, because she makes you feel polite all the time."—Lippincott's.

A girl was required to write a brief sketch of Queen Elizabeth. Her paper contained this sentence: "Elizabeth was so dishonest that she stole her soldiers' food."

The teacher was puzzled, and called the girl.

"Where did you get that idea?"

"Why, that's what it says in the history."

The book was sent for, and the passage was found. It read: "Elizabeth was so parsimonious that she even pinched her soldiers' rations."—School Bulletin.

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Are you upset in these ways and are you sometimes Constipated—Liverish—Bilious—Headachy—or colloquially "A bit off-color?" How often do you feel that, although you can scarcely say you are ill, you are far from being as well as you would like—as well in fact, as you know you ought to be?

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MARCH, 1912.

A. E. WINSHIP, Editor.



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Wellesley College.



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New York City Principal, and First Woman
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LOOKING ABOUT.

BY A. E. WINSHIP, EDITOR.

IN CALIFORNIA—LOS ANGELES.

INTERMEDIATE SCHOOL.

One of the great achievements of Superintendent Francis is the introduction of intermediate schools in six districts in the city.

In localities where many children are handicapped by inheritance or environment, Mr. Francis has established an intermediate building, in which are massed the sixth, seventh, and eighth-grade pupils.

Here all work is departmental. The purpose is to discover during the sixth grade the centre of interest, so that in the seventh and eighth grades each child may have special activity where he most enjoys it. Every child is always getting somewhere, is making headway, is never marking time.

Much attention is given to letting the boys and girls loose on something wholly unexpected.

Rarely have I enjoyed anything in school life more than I did in seeing a class of eighth-grade boys unpack and set up twenty-four benches for the woodworking room. There were twenty-four new benches unloaded in the yard. They were crated as shipped. The boys were exceedingly interested in the fact that their old benches were to give way to the best of modern ones, and here they were, dumped in the yard. The instructors in woodwork were women, and they turned the eighth-grade boys loose on the proposition.

Oh, but they did have a good time knocking away the "staves and spars" and setting free the various parts of the benches! As soon as one was liberated they carried it to the room and set

it up, and then put it in place. When all were in place they went out of their own motion, knocked out and saved the nails, straightened out the boards, and put them carefully away in the lumber room. It was all the real thing, the undirected thing. It called for initiative and working together. I watched it with almost reverent attitude and interest.

Nearly three-fourths of the boys and girls in these intermediate schools take shorthand and typewriting. Nearly every child takes Spanish, German, or French. All get a lot of good English. The teaching of modern languages is fully modern.

EXTRA HOURS.

In all schools in sections where the children are industrially handicapped they have much manual and domestic work. The children are encouraged to do much more than the school hours provide for. Any child can be there from 8 to 9 in the morning and from 3 to 5 in the afternoon. This means three hours out of school for manual or domestic work. The teachers who put in this extra time get \$25 a month extra, carrying their salary up to \$1,300. So interested are the boys and girls in this volunteer work that the teachers insist that it rests rather than wearies them to give this extra time.

PENNY LUNCHEONS.

The penny luncheon is one of the distinct successes of the city. In the school over which Mrs. Smith presides, the Castella, they serve a penny luncheon every day. The day I was there 135

children had enjoyed a large bowl of macaroni soup, three slices of bread, and an apple, all for one cent.

The board of education built an appropriate, but inexpensive, luncheon house, with adequate kitchen. The board of education pays the woman who cooks and serves the meals. The penny pays for the bread and whatever goes into the soup, as meat or vegetables.

The women's clubs furnish the luxuries. In November they provided such luxuries as English walnuts, oranges, grapes, apples, and candy. Nearly every day the children have for the penny some luxury that of itself costs considerably more than the penny. All this the women's clubs do. They also make good any deficit that the pennies fail to provide for in the making of bread and soup.

THE HEALTH SIDE.

Los Angeles is doing remarkable things, from the hygienic standpoint, under the direction of Dr. Leslie, who has been doing things for nine years, but who never got really into the work until this last September. Now he has surely struck a startling pace.

There are seven school physicians, four men and three women.

There are seven school nurses.

The nurses are on full time, and the physicians on half time.

Dr. Leslie's offices are probably the most completely and elaborately equipped of any school medical offices in the world. They cover all phases of medicine and surgery for school children, all nervous and psychological experiments. No expense has been spared in the equipment.

THE PARENT-TEACHERS' ASSOCIATION CLINIC.

Adjoining the Children's hospital of the city is a building of sanitary perfection for clinic work with needy children. It is an interesting combination. The land is owned by the Children's Hospital Association, the building is erected by the board of education, and all the salaries are paid by the Parent-Teachers' Association.

At this clinic all children whose parents cannot pay for such expert service have the eyes examined and treated in every way needed, even to being supplied with eye-glasses. All ear diseases and troubles are also skilfully treated. The teeth are attended to promptly and effectively, there being on duty daily a man dentist and a woman dentist. There is also wise treatment of all throat and nose troubles, and circumcision is provided for. The building is fully equipped for every operation and attention that can be achieved in a day.

For those who need to stay for one or more nights, the board of education has put up another house connected with the Children's hospital, where the children can remain as long as is necessary and have all the care that a hospital can provide, and again the Parent-Teachers' Association pays the bills.

No master of English or expert statistician can have any conception of the effect of this entire medical and surgical scheme upon the scholarship, prosperity, efficiency, culture, and character of these children.

PARENTAL SCHOOL.

We have so emphasized in the last eight months the eminent success of Mr. Lickley in dealing with the boys on the verge of being seriously out-of-step that we must not take space for more than a brief reference to it.

Superintendent Francis has the entire work of the city so focused as to reduce to the minimum the liability of having such children developed. Whoever reads this extended account of the various schemes evolved under action will appreciate that this need is never out of mind, but there are two special features.

There is a detention home to which boys are sent for a day or two while they are being specially studied as to what they most need and where they best go. There is also a parental school to which those are sent who need something of that kind, but who do not need to be removed from home. In the entire system, with nearly 70,000 pupils, there are rarely so many as forty that are not adjustable in the regular school provision. That is, one in 1,700 is a large ratio of those who need to be taken out of the school life. And everyone of these can be trusted to go by himself to the special school, and it usually takes an hour extra at each end of the school day, going and returning.

SCHOOL LIBRARIES.

Every school library in the city has a trained librarian who is devoted to the one mission of improving the quality of the reading of the pupils. Since 1906 the grammar school library has been an important feature of the school life of the city.

In connection with this library work, there are about \$5,000 worth of lantern slides adapted to every phase of elementary school life. These are available for any school or any subject. The trained librarian helps the teachers to know what slides they should use.

OPEN-AIR KINDERGARTEN.

Not for invalids, but for very much alive little people from four to six years of age, Superintendent Francis has an open-air kindergarten. Every school day a kindergarten class, a very large kindergarten class, meets out of doors. It is on a platform about 30x40 feet, with a roof, and with sides about two feet high. There are canvas roller shades that can be lowered on two sides in a storm.

The kindergartners in charge were in a state of mind when Superintendent Francis made known his plan. They pleaded with him almost in tears. They insisted that they could do nothing with sixty little people, from four to six years of age, with all outdoors about them. After three months' experience they would look upon it as an affliction to be cooped up indoors. The children

are so much more natural and the teachers are so much more natural! It is so much more like being alive, so much less artificial.

If, perchance, there are fewer of the Froebel gifts and of manufactured building blocks, there is more initiative. The carpenters who put up the inexpensive structure left a lot of odds and ends of boards, blocks from two inches to ten inches long. There were bushels of them. With these the children have played for three months with vastly keener interest because they were not of regular size and shape.

This out-of-door air and the out-of-regular order of things has well nigh eliminated the slow, dull, stupid child. This is no fairy tale, but a glorious reality.



MISS JESSIE FIELD,
County Superintendent, Clarinda, Iowa.

PROGRESSIVE TEACHERS.

More than 800 teachers are taking various special courses of twenty lessons. About 400 are taking penmanship. There are smaller classes of from twenty-five to seventy-five in cardboard sloyd, economic history, seventh and eighth-grade English, Spanish, stenography, reading, fine arts, applied arts, and many other special courses. The teachers are ready to study whatever they especially need in their work. The board of education provides these courses, paying the instructors \$5 a lesson.

The board of education, the supervisory force, and the great body of teachers are fully alive to all the needs of the children, the teachers, and the administration.

No pedantry in scholarship. No affectation in manners. No hypocrisy in morals. No dissimulation in friendship, and No cant in religion.—*President Hibben of Princeton.*

Preparation of Rural School Teachers.

The promises of the Bureau of Education to help the rural school situation in a large way are already being fulfilled. Detailed outlines of a normal course for rural school teachers in nature study, elementary agriculture, sanitary science, and applied chemistry are contained in a monograph entitled "A Course of Study for the Preparation of Rural School Teachers," just published by the Bureau for free distribution. The authors are Messrs. Fred Mutchler and W. J. Craig of the Western Kentucky State Normal School, who see the situation as follows:—

"The rural school has not the influence that it should have. One of the chief reasons lies in the fact that the course of study is ill-adapted to rural life in all its relations. We are united in believing that a school should train its pupils for life and its work while these pupils are living and working. The course of study taught in the rural school today is entirely too much like the course that is taught in the city school. The country school will not reach the position of efficiency that belongs to it until a distinctive training is required of its teachers.

"A state normal school should prepare a large number of teachers to go out into the rural communities, there to be potent factors in bringing about the best rural life. The rural child is entitled to a course of study and to a course of instruction that will dignify and enrich his life and make life for him in the rural environment, should

he choose to remain there, not simply tolerable, but glorious. It is possible and right, and indeed a duty, to dignify rural life and to save to it and its interests the best blood of the country.

"To prepare teachers who can meet this demand, the following course of study and training is proposed: The first year is largely given to distinctively rural problems and interests; the two succeeding years turn more toward general scholarship, in order that those taking the entire course may be able not only to teach rural schools but to enter larger fields of usefulness."

After indicating the cultural branches which should be possessed by the rural school teacher, the authors continue:—

"It is now quite generally conceded that the following subjects are necessary for the proper training of rural school teachers: Nature study, elementary principles of practical agriculture, sanitary science and hygiene, domestic economy, and practical principles and problems in elementary chemistry and physics as applied in the study of these subjects. The formal training of most country boys and girls ends with the rural school course. A fundamental knowledge of the foregoing subjects is certainly a minimum to require of the teacher who trains them for the lives that they must lead."

The outlines of the special courses named are then discussed in detail, accompanied with detailed outlines of the ground to be covered, and the manner in which the several courses should be treated.

PLAYGROUND CREED.

CITY PLAYGROUND LEAGUE OF NEW YORK.

1. We believe that a city child needs a place to play, things to play with, and some one to take a fatherly or motherly interest in its play.

2. We believe that a playground should be made attractive to win the child, varied in equipment to hold the child, who needs constant change, and supervised by directors trained in child culture who can care for this child garden as an expert florist will care for his flowers, developing the best in each.

3. We believe that family life should be encouraged in the playground, avoiding the formal grouping according to age.

4. We believe that normal play on swings, seesaws, and other such apparatus, or with simple games, such as ball and tag, in varied forms, or with toys, such as toy brooms, doll house, etc., to be a better preparation for normal life than exciting competitions and complicated games requiring constant instruction.

5. We believe that a program for playground work should be very elastic, allowing for change to suit the immediate need of the child, weather conditions, etc., but should definitely establish the duty of each of the staff, so that no phase of the work, songs, stories, races, quiet occupations, general supervision, etc., may be neglected.

6. We believe that the title "attendant" is wrongly applied to the educators who have charge of playgrounds, and that the title should be changed to "director, assistant director, and junior assistant director."

7. We believe that playground directors, exposed to high winds and broiling sun, who must control and educate through play the roughest element as well as little children and babies, meeting every moment a different problem, should not be asked to give more hours service per year than school teachers who give formal instruction to a limited number of children attending regularly.

8. We believe that playground work where the character of the child may be best moulded through skilful suggestion, informally given, should be in the hands of persons of the highest character and best training, who will make this a life work, a yearly graded salary as in other professional work being essential to attract such workers.

9. We believe that the city of New York can afford and should provide sufficient expert supervision for all playgrounds, because each playground gives opportunity for play to hundreds of

children coming from the many schools in the vicinity of each.

10. We believe that the park playgrounds should be open on week-day mornings as well as after school, and under supervision, so that the mothers and babies and physically weak and mentally defective children may have opportunity for outdoor play when the grounds are not crowded with school children.

11. We believe that \$300 (no more than the cost of a park concert one afternoon) given for inexpensive play material, such as rubber balls, jumping ropes, etc., which will supply a thousand or more children a whole year with practical lessons in the care of public property, unselfishness, etc., will bring better return to the government than an equal amount spent for hospitals, prisons, children's courts, or other remedial institutions, which might be reduced in numbers with adequate playgrounds as the ounce of prevention.

12. We believe that playgrounds should be developed into centres of civic usefulness, beginning in the care of their own play space by the children, this extending to the adjacent park property, and thus leading to an interest and understanding of far-reaching questions.

13. We believe that the playground director should co-operate with every agency for child welfare, such as S. P. C. C., Little Mothers' Leagues, departments of health, education, Children's Aid Societies, etc.

14. We believe that New York's congestion problem will not admit the placing of buildings in parks except for necessary office purposes or other accommodation, all indoor recreative work being in schools, armories, settlements, or other buildings, not on park space, and that the New York playground system should be developed to meet New York needs, and not modeled too closely after that of other cities.

15. We believe that the City Playground League, or other society, whose active members have been tested by psychological examination, as to training and ability in the education of children through play, and have had practical acquaintance with playground problems in New York grounds, all day, winter and summer, for several years, and for years have met frequently for conference on all related subjects, should be in a position to be of valuable assistance by giving expert advice to all persons or societies actively interested in the playground movement in New York.

The playground proves to be an economy to the city in that it lessens crime among children.—*Judge Ben Lindsey.*

STORY PICTURE.

BY BESS B. CLEVELAND.



Cigarette Evil.

BY PAUL G. WARD.
Red Bluff, California.

A study of the school record and life record of sixty-nine boys in the Red Bluff high school for 1902 to 1908 shows that tobacco users lost out very regularly.

I believe the cigarette habit is the greatest handicap in existence against the high school boy. There have been volumes of stuff printed to show why the boy quits school. Every such volume should have the picture of a cigarette as its frontispiece. Tobacco, worse than any other factor, is responsible for those boys who fall by the wayside. The records, if ever brought to light, will prove it.

Such boys are like wormy apples. They drop long before the harvest time. Very few of them ever advance far enough to enter college. Very few of those who enter last beyond the first year. I want to add my experience to that of Dr. Jordan. I have been in charge of various California schools for the past eighteen years, most of the time being supervising principal of both grammar school and high school, and invariably in that experience the tobacco boy, if he ever reached the high school, did so in a weakened condition. Never, in those eighteen years, have I graduated a tobacco boy from the high school with sufficient credit to gain entrance to the state university. Not one of them has ever made any serious effort towards a higher education.

The whole school course is strewn with tobacco wrecks.

But if every school man would dig up the local records that lie right before him and would publish them to his school and to his town he can not fail of a hearing. The three Red Bluff dailies were eager for the data we offered. Many papers throughout the state copied it. The boys were impressed. The percentage of tobacco boys in the Red Bluff high school fell, in one year, from forty-six per cent. to less than ten per cent.

Out of the forty-two boys enrolled in the Red Bluff school during the year just closed, only four are using tobacco habitually. Two of these, although they have been with us for three years, have done less than two years of work, and have done that badly. As far as getting an education is concerned they are hopelessly lost. The other two are deficient in their work and will only help to swell the records against tobacco.

The Red Bluff records can in all probability be duplicated in any high school in California.

The people stand behind any movement against the tobacco evil. So do the newspapers. The legislature has done what it could. It is your time at the bat, Mr. Schoolman, and here's to you for a "good eye" and a "safe hit."—*Western Journal of Education*.

Between memorized information and real knowledge is a great gulf, but memorizing used to make us buckle down to work as the real thing.

How Long Should Teachers Remain in One School?

BY MRS. GENEVA L. BARKLEY,
Ellensburg, Washington.

In most cities teachers are fairly secure in their positions and the annual election is looked upon as a mere formality. But in city schools, while the teacher remains in the same room year after year, the pupils pass along, so that pupils have a different teacher each year. This is advisable for both teachers and pupils.

While a little time may be lost each year in getting acquainted with new pupils, it is more than offset by their getting the broadening influence of different personalities.

With a new set of pupils, each year is a new beginning and the mistakes of the past may be forgotten. Having the same pupils year after year would mean dealing with the same problems and would be more wearing on the nerves than changes, which give new interests.

For this reason country teachers do not often and should not teach year after year in the same school.

There should be county tenure, so that good teachers may go from school to school in the same county, thus effecting the change of pupils.

Such a thing as a teacher growing up in a neighborhood and then teaching in the home school in which she was educated is too narrowing and should not be permitted.

Travel and living in different environments gives in itself a broadening education too valuable to be overlooked.

Education is the matter to be considered and not the mere conveniences of the teacher.

The Kindergarten Program.

BY JANE L. HOXIE.

The day of the programless kindergarten has gone by. The time is past when the teacher may enter her little world with no particular preparation for the day's work and with no definite plan for the child's development. The kindergartner may no longer seek her inspiration in the transient vagaries of the hour or in the shifting interests of her pupils. She must come to her work thoroughly equipped with an insight based upon a definite knowledge of the child's manner of growth and with a complete comprehension of the best methods for the unfolding and nurture of his mental, physical, and spiritual life. In other words she must have a program and that program must be founded upon an understanding of the manner in which the individual develops as well as upon a knowledge of the experiences and environmental conditions of her particular group of humanity. This does not mean that the kindergartner need be slavishly attached to a plan of work, but it does mean that she must have formulated and organized her ideas and her knowledge. Her work no longer bears its previous fragmentary and erratic character, but it has now become unified and definite. Her program is her anchor. From it she may stray, but not too far afield.

Every good program must of necessity present

transient as well as permanent features and must change, in part at least, from year to year to fit changing experiences and environmental conditions as well as to meet new developments in child psychology.

No single program can be universally applied, for, although the manner of growth is the same for all normal children, there is great diversity in

the individual as to the time at which particular tendencies ripen. Then, too, although every child bears certain relations to his home, his school, his neighborhood, and to the great realm of nature, the details of these relations vary for different children according to different localities and different grades of society.—In "A Book of Programs."

ABOUT BUSY WORK.

BY HARRIETTE C. BAKER.



OT long ago, some rather weary primary teachers were talking about "busy work."

Their opinions differed. One seemed to think that busy work was devised by some inventive soul to keep little tots quiet in order that other matters might proceed. It didn't make much difference what the work was, so long as it rendered the child oblivious to its surroundings.

Another went a little deeper. She thought something must be completed; that while the child must be kept quiet, still there was more. She was a little vague, but I am sure that in time light will dawn upon her and she will see clearly what she meant.

Another associated busy work with "material." Nothing could be accomplished without material, and material must be bought, and even now-a-days it wasn't easy to get all the material needed, etc.

The brightest looking one of the group said nothing at all, although she appeared much interested. After a little her silence was noticed and she was invited to air her views.

"Why, you see," she hesitated, "that busy work question bothered me dreadfully at first. I had to teach awhile and then go to school a while, and things are not always easy when one does that, because one sometimes has to teach ahead of what she knows. I mean the little illustrations, and helps, and things. Of course I had a vague idea of busy work, but I was sure I wasn't making it do all it should. I didn't have much material, because in the country schools, as Anna says, it's hard to buy much material. Sometimes the powers that be seem to consider it 'foolishness.' I had peas and beans and toothpicks and shoe pegs, but somehow the work, after a few days, seemed aimless and tiresome. One night I laid the case before the dictionary.

"Busy, my old friend told me, means 'engaged in business.' Now business should never be aimless. Work is to exert one's self for a purpose. It seemed to me that I was on the right track. I must keep the children busy with real work, but I must be careful to make it interesting. I did a lot of thinking. Under all the pretty, fascinating things they did, must be a purpose. Some-

thing of real value must be learned. I really forgot that my first idea was to keep the children quiet. Later I found that one can't make a child quiet and then interest him, but it's an easy matter to so interest him that he is quiet. See?

"After I got the idea worked out, I found no lack of material, leaves, berries, twigs."

"How in the world did you use such simple things?" interrupted the others.

"Of course the little tots couldn't go very deep, but even they could make squares, circles, oblongs, etc., from—what do you think? Lilacs, the blossom. They stand on their heads, you know, like tacks and look so pretty.

"I am sure you would be surprised to see how exact were the figures made by those mites, and they knew each by its own name too. Yes, they made other things, capital letters, Roman numerals, why, there is no end to the work that can be done. There is no tiresome clearing away either. At the end of the work, and it should not be used long enough nor often enough to lose its novelty, the blossoms can be brushed up and thrown out. The lilac season, unfortunately, is very short, but there are always leaves and small flowers that may be used.

"With a toothpick a leaf can be traced in green on white paper, even to its delicate veinings. After a time, the children will be able to draw the leaves from memory, naming each. One can tell them many things along this line that I am sure they will never forget, and at the end of the spring term I think you will find that they have been amused and instructed.

"In the fall there are berries, cranberries, elderberries, mountain ash berries, brilliant, hard, just full of possibilities, and in the winter there are cones, buds, and little stones. Why, the world is just filled with material for busy work, and half the fun is to gather it."

"In the country," said the growler.

"Well, we are in the country," replied her friend. "Let the city teacher work out her own problems."

I had to leave at this point, but I envied the school taught by that resourceful teacher, and I am sure that the children under her care will not go through the world so blind as many of us are.

STUDY OF PICTURES.—(VII.)

BY MARY ELLASON COTTING.

[Supplement with this issue is for use with this article.]



THROUGH the study of pictures one should not only come into an ability to interpret the thought which the artist wished to convey, but also to experience the pleasure of one's own thought as re-awakened through touching the memory into action, and of new thought created because of the increased self-power into which the study of fine pictures has brought one.

Such an understanding of the pictures through varied forms of consideration should have been gained as shall establish a feeling of companionship with them akin to the friendship held for a person, and displace all tendency to make of them simply objects with which to cover a certain amount of wall space, or to use as an index of the owner's cleverness in following the art preferences of the moment.

By leading the pupil to connect qualities of the human character, events of the world, and his own personal experiences—however limited—with the pictures presented for his consideration, he is being so impressed that there will be formed a good standard of taste upon which to rely more and more absolutely as the years come and go.

"The Mill" (Jacob Ruisdael). (See supplement with this issue.) To the group of landscapes already used there may now be added "The Mill," which, though similar in some particulars to "The Avenue" (Hobbema), is unlike it in the elements of construction. While in the latter straight lines predominate, the oblique is most pronounced in "The Mill." Very likely their similarity is due to the fact that Ruisdael was the uncle of Hobbema and taught him much of his own method. Then, too, both painted idealized subjects and not real localities. All painters who paint Dutch landscapes in a way show similarities because of the physical character of Holland, which must ever be represented with broad expanses, and clouds piled or moving across great sky space.

To bring out the necessary thought concerning this landscape, the questioning may be carried on much as follows: What is the most noticeable

thing in the picture? Of what country should you think it was a representation? Does one see just such mills elsewhere? Why is it necessary for the people of Holland to have windmills? Where do you think those people are going? For what reason are those posts set along the water-edge? Would the same precaution need to be taken in other countries? For what are the boats to be used? Are they at anchor? Can you imagine who lives in the houses near the mill? What season of the year does it seem to be, and what kind of weather is it? Notice the clouds; do they cast any shadows? Where? Then you know it is a sunny, quiet day, just the kind of one to be going for a visit or out sailing. Now you said at first that the most noticeable object in the picture was the mill—so what shall we name it? Yes, usually that which is most prominent in a picture determines what the name shall be.



THE JESTER.—Franz Hals.

The study of such pictures as "The Mill" should aid in making permanent in the pupil's mind the desire to possess the steady, purposeful, serene, and strong moral characteristics of the Dutch.

"The Jester" (Franz Hals).—After placing the two Dutch landscapes upon the screen, hang the portrait, "The Jester," in another place. Bring out the name of the class to which it belongs, and start the analysis by asking for volunteers to tell whatever they wish to tell about it. This analysis should bring out a simple description, after which may follow the explanatory story by the teacher.

"Once upon a time there was in nearly every town a person who could think such comical thoughts that he always made every one laugh when he told his droll stories or sang his merry songs. Such a person was called a jester, and we say that he had a great sense of humor. There are such persons in the world to-day, but we call them witty people. Well, these people tell their comical thoughts and create much merriment, and that is as it should be, for we must laugh often, or the days would be very dreary. Now the droll things this jester told and the funny actions he went through were simply very funny; he was never silly—that is not being humorous. He

also was careful not to make fun of any one, for it was not his wish to be unkind and hurt the feelings of any person.

"Sometimes, as the days went by, he saw and heard that with which he was not at all familiar; but he did not 'set the laugh a-going' over it, because he was wise enough to know that there was very much in the world about which he knew nothing whatever, and what seemed strange to him might seem quite proper to others; so he continued making his jests right from the funny thoughts that grew up in his own mind. Because he was kind as well as merry, he was a great favorite and welcomed by all wherever he went. His motto must have been, I think, 'Never say funny things at the expense of any person's feelings,' and you may be sure he knew the best way to manage. Wouldn't it make a fine motto for us, too?"

Portrait of Elizabeth Jacobs Bas (Rembrandt).—After "The Jester" has been considered for a week, another portrait of very different character is offered. The only questions necessary to be-

ginning a discussion concerning it may be: Do you think she would make a good friend? Why do you say that? Do you think an old lady like



LADY BAS.—Rembrandt van Ryn.

that would understand better how to be the best kind of a friend? Yes, any one whose face shows that she belongs to the Just Right kind of people is sure to be a true, generous, courteous, dependable woman. Any one who shows repose of attitude and peace in her face is she who has met life's obligations bravely. When there has been work to perform, stern duties to undertake, she has painstakingly prepared to do her very best; each detail has been attended to faithfully, so the completed task has been as nearly perfect as the best strength of body, mind, and spirit could make it. Now that she is old, she can

help others because of her own experiences, and as she has no regret, having done her very best always, she is sure to be the one who can best advise and patiently guide those who need her aid. Oh, but it is the very best thing in the world to have won by beautiful living and brave doing a place in the band of Just Right people!

Geography Made Real to the Child.

All wholesome and effective thinking is a growth; each individual thought grows out of some preceding thought, and, in turn, branches and rebranches. The proper teaching of geography can never consist in memorizing a series of geographical facts. The very breadth and richness of the aspects of life which we group under the name "Geography" lead to confusion and misdirection unless the real purpose of geography teaching is kept steadily in view; to reproduce in the child's habit of thinking those processes through which we go when we use geography for business or culture in real life.

As arithmetic and other subjects constantly come into the application of geography in real life, so do they in geography teaching in the best schools. In dealing with the clay industry at Macomb, the question naturally arose as to the importance of the industry as indicated by the per cent. of population supported by it. Instead of learning this arithmetical and economic fact simply as a statement to be committed to memory, the pupils went much further and fared much better. They not only figured it out for them-

selves, but they gathered the information from which they did their figuring. They found for themselves the number of men employed in each pottery and tile factory, and at the clay bank, and added them together, then divided the population by the number of men employed and found that 5.6 per cent. of this population worked in the clay industry. Estimating that each worker supported a family of five, they found the total number of people whom this industry fed and clothed and housed. Again dividing the total population by this sum, they found that .286 or 28.6 per cent. of the population depended upon this industry. In getting at this one geographical fact the pupils thus did work in addition, multiplication, division, decimals, and percentage.—The World To-day.

It was at a state association. A crowd of teachers were rushing along the street. A small boy was trying to sell something that nobody wanted, and it was quite a nuisance to have him under feet.

One woman said: "No, I thank you."

"She said 'Thank you,'" said the lad, with genuine delight. It seemed to do him as much good as though she had bought something.

MOTHER PLAY IN PRIMARY GRADES.—(VIII.)

BY BERTHA H. BURRIDGE.

THE PIGEON HOUSE.



HE yearning to inhale the life of Nature awakens early in the human soul. Children love to be out of doors and to watch the birds and animals.

In the mother play which we are about to consider, the following conversation is supposed to take place:—

"Tell me, dear, where you have been."

"In the yard, in the garden, in the field, in the meadow, at the pond, by the brook."

"And what beautiful things did my darling see?"

"Pigeons and chickens, geese and ducks, swallows and sparrows, larks and finches, ravens, magpies, water wagtails and titmice, bees, beetles, butterflies, and bumblebees."

"Where did you see the pigeons and chickens?"

"In the yard, mother; they were picking up grains of wheat and eating them. Mother, are pigeons and hens birds?"

"My child, haven't they feathers, haven't they wings, haven't they two feet as all other birds have?"

"But pigeons live in the pigeon house, and chickens don't fly."

"Chickens have only forgotten how to fly because they fly so little. If we do not wish to forget a thing we must always keep on doing it."

Review signs of spring which have already been noted. Emphasize the returning birds, and keep a record of their arrival. Then direct the children's thoughts to the hen as being another bird which is glad to have spring come, to stand in the sun and scratch in the dirt, and to love and care for the baby chicks. Let them tell all they know about her.

Make a careful study of the hen and her uses to man; for eggs, for meat, for destroying harmful worms and insects, for feathers of which to make

pillows, etc. Note her dependence upon man for food, shelter, and kindness. Even her nest is usually made for her. Discuss her habits, methods of hatching, care of her baby chicks, also their growth and development.

If possible, visit a hen and chickens; repeat the visit at intervals.

Build henhouses and coops in the sand-board, and model eggs and chickens from clay.

Collect pictures, cut and mount.

Now make a comparative study of the pigeon. Have a tame pigeon brought into the room, and let the children watch and feed it. Tell them of the carrier pigeon and its uses.

Hang bread crusts and pieces of suet on the trees to attract birds.

Seize every opportunity to watch and study them.

See "The Bird's Nest," American Primary Teacher, May, 1911.

REFERENCE BOOKS.

"Seaside and Wayside," No. 3, Wright.

"Systematic Science," Howe.

"In the Child's World," Poulsson.

"The Song of Life," Morley.

"In Nesting Time," Miller.

STORIES.

"A True Pigeon Story," Child's World.

"The Lost Chicken," Child's World.

"The Story of Speckle," Child's World.

"The Little Red Hen," Child's World.

"Mrs. White Hen's Nest," Aldine Series.

"How Mrs. White Hen Helped Rose," Aldine Series.

SONGS AND GAMES.

"The Hen," Finger Plays.

"The Pigeon Song," Songs and Games for Our Little Ones.

"The Chicken," Small Songs for Small Singers.

PREPARATION FOR ARBOR DAY.

BY VIRGINIA BAKER.

Write a list of names of common trees on the blackboard and have the children answer the following questions:—

Which are shade trees?

Which are fruit trees?

Which yield lumber?

Which are evergreen trees?

Which bear acorns?

Which bear cones? (Pine, larch or tamarack, spruce, hemlock, cedar.)

Which bear nuts? (Walnut, chestnut, butter-nut, bitternut, shagbark, mockernut, beech, horse-chestnut.)

Which one gives us a sweet food? (Rock or sugar maple.)

What two trees bear blossoms containing much honey? (Locust, basswood or linden.)

What are the leaves of the pine called? (Needles.)

What tree gives us pitch? (Pine.)

What use did the Indians make of the bark of the birch tree?

Why is the horse-chestnut so called?

Why is the slippery elm so called? (Because of its mucilaginous inner bark.)

What tree has leaves varying much in shape? (Sassafras.)

What trees give bark that is useful for tanning? (Hemlock, oak.)

MARCH WINDS

E. A. GOWAN

Vivace

1. 'Tis March and the winds are
2. 'Tis March and the winds are

high, . . . The scur-ry-ing clouds go by. . . . The patch-es of blue are
high, . . . But soon comes a sum-mer sky; . . . The ver-y first bird will

still ver-y few, But soon will the clouds go by. . . . Then, blow, blow,
bring us the word, He sings of a sum-mer sky. . . . Then, blow, blow,

win-ter will go, The clouds will scat-ter and fly. . .
win-ter will go, The clouds will scat-ter and fly. . .

dim.

Ped.

— From Teacher's Edition for Elementary Grades, New Educational Music Course. — Used by permission of Ginn & Company.

What tree has aromatic wood? (Cedar.)

What trees bear catkins? (Aspen, birch, hop-hornbeam or ironwood, beech, willow.)

What trees like a moist situation? (White pine, larch, black spruce, hemlock, white cedar, butternut, American aspen, willow, white birch, black birch, water beech, chestnut oak, swamp oak, wild red cherry, black cherry, red maple, linden, tupelo, black ash, white ash, red ash.)

What trees prefer a dry soil? (Red pine, pitch pine, red spruce, juniper, pignut, scarlet oak, yellow oak.)

What trees thrive in rocky soil? (Striped maple, hackberry, chestnut oak, beech, hop-hornbeam, mockernut, hemlock.)

How may you easily tell the different varieties of pines from one another? (By their cones and the number of needles in a cluster.)

How may you distinguish the oaks? (By their leaves and acorns.)

How may you distinguish the various maples? (By their leaves.)

What characteristic has the American elm? (It is usually vase shaped.)

What trees have winged seeds? (White pine, larch, hemlock, white cedar.)

The above questions are merely suggestive. Encourage the children to collect leaves, flowers,

catkins, blossoms, acorns, nuts, cones, seeds, berries, and specimens of bark, and to identify each. The Agricultural Department of the United States issues valuable leaflets, many of which may be obtained free of cost.

A collection of woods is very interesting and takes up but little space in a schoolroom.

The pines are good trees with which to begin work in identification, as the characteristics of leaf clusters and cones are very marked.

IN OTHER SCHOOLROOMS.

BY ANNETTE HOWARD.

HOW SOME CHILDREN STUDY BIRDS.



AS soon as spring opens Miss Mary begins her bird-study class. All the winter and fall she and her pupils have been observing the birds about them, but the bursting of

spring puts new life into her efforts.

She orders many pictures of birds, selecting the pictures of such as are seen in her section, more particularly those that live near her school. Each week a familiar bird is selected for study. On Friday afternoon she shows the chosen picture to her pupils. The children are instructed to notice every particular of the bird as portrayed by the artist. They are told to watch for this bird in their walks and rambles on Saturday, and to find out from their parents and friends all they can about the bird and its habits.

They are to learn when it builds its nest, how many eggs it lays, the color, shape, and size of the eggs, how many broods it raises each year, what it eats, where, and of what material it builds its nest, and many other interesting facts about it.

On Monday Miss Mary tells them all she has learned of the bird, and reads interesting stories concerning it. At the drawing period the older pupils draw the bird and color it with water colors or wax pencils. For the smaller ones the teacher has prepared patterns, which they lay on smooth white paper, trace and then cut out and color. This is fine seat work. Many teachers do not use patterns in their paper cuttings, but Miss Mary has always had so many pupils that she is obliged to try every device to interest the little ones while the older ones are studying. Besides, she knows that it requires accuracy and precision to cut by a pattern, and it is worth while to cultivate these qualities. Exactness is truth, justice, and thoroughness, and no character is complete without these sterling traits.

When the bird has been cut, the little ones delight in coloring it. They may make little bird booklets, and paste them full of the cuttings made, with sentences and little verses about the birds. The language lessons are based on the bird which the class is studying. There are many fine poems and other gems of literature about birds, and Miss Mary always has some appropriate selection ready to be read or memorized. She has a collection of bird songs too, and teaches them to her pupils. One of her favorite songs is the old-time melody, "Listen to the Mocking-bird," and her children delight to

sing it. By the time May 4, Audubon's birthday, arrives, the school has such a collection of booklets, drawings, songs, and recitations about birds, that it is no trouble to arrange for a celebration of the day. The invitations can be made in dainty bird shapes, decorated with appropriate colors. Miss Mary makes a rhyme something like this:—

Come, father and mother, and sister and friend,
Haste to our schoolroom an hour to spend;
We'll talk of the birds, we'll sing with great glee,
And you'll be delighted our pictures to see,
So come and be with us the fourth day of May,
At three in the afternoon, an hour to stay.

ILLUSTRATED STORIES.

Let me tell you how Miss Mary has her pupils illustrate the pretty stories she tells.

I'll show you first how they picture the story of "The Three Bears." She gets mounting paper, gray or dark green she likes best. She cuts these into oblong slips of any size she thinks proper. The children are put to work cutting bears, the papa, the mamma, and the tiny wee bear; then they cut chairs, tables, bedsteads, porridge bowls, trees, little girls, bears' houses to their hearts' content. Another day the pasting and coloring begins.

The story is divided into nine scenes:—

Scene I.—Green trees, Papa Bear, Mamma Bear, Baby Bear going for a walk.

Scene II.—Goldilocks approaching the little house. Green trees, grass made by green wax pencils.

Scene III.—Goldilocks in the room with the big chair, the middle-sized chair, the little chair.

Scene IV.—Goldilocks at the table where porridge bowls sit.

Scene V.—Goldilocks in bedroom.

Scene VI.—Bears discovering the broken chair of Tiny Wee Bear.

Scene VII.—Bears in the breakfast room.

Scene VIII.—Bears spying Goldilocks asleep on Tiny Wee Bear's bed.

Scene IX.—In the grove. Little Silver Hair running away from the house.

In the same way they have illustrated "Chicken Little," "Cinderella," and "The House That Jack Built." Once they cut wild animals, colored and mounted them. They christened this collection "Wild Animals I have Known." This teacher is very full of plans and devices for making her school attractive and delightful to the children, so that each day is an invitation to come to school.

MUSIC IN RURAL SCHOOLS.

BY MYRA K. PETERS,

Lead, South Dakota.



HERE is much more possible through the teaching of music than mere technique, more than a degree of sight reading or time keeping. It is a magic key, and if properly handled reaches every avenue of life and extends into eternity itself. We can assist our pupils to attain a certain degree of efficiency in note reading and all its accompanying technique, yet this is not successfully attained unless we have back of it the soul, the joy of doing and giving.

I do insist that we can judge the quality of our work by the personal joy we feel in its achievement. It is an infallible sign of success.

In our work, next to the technique comes the cultural side. This, too, in my opinion, cannot be attained without the soul back of it and the sheer joy of giving and doing.

Our pupils should be taught to develop a mental picture of every song studied, to fit every exercise to some mode of expression in everyday living.

Get out of it what there is in it for you, besides the weary, dreary drudgery of everyday tasks to be paid for with a check at the end of each month. I admit the necessity of the check, but the richest rewards of life are not in dollars and cents, but the privilege of close personal contact, the pleasure in being instrumental in helping others to gain the treasure trove in all our work, the keen appreciation the children give us as a reward for unstinted interest in their everyday and, to too many, humdrum lives. Life is nothing, absolutely nothing, without the power and glory of achievement.

We are now ready for March, with its winds, its suggestiveness of Easter time and Arbor Day. Then in correlation with history work comes Holland and Japan.

Here again it seems to me fitting to add the life of one more master in music. On the blackboard in your music corner write:—

Ludwig van Beethoven, 1770-1827.

Born at Bonn, Germany.

Composed many sonatas.

Pianist.

Last eighteen years of his life was deaf. Died March 26, 56 years old, in Vienna, Austria.

Your Little History of Great Musicians gives a beautiful child's description of his life.

This is the last great composer that we will consider this year. I advise reviewing the short biographies of Bach and Mozart, and discussing with the children the lives of these three masters, yet so widely different in their works and lives.

MARCH.—FIRST WEEK.

Sing No. 156, 144, Modern Series.

Sing "The Ploughboy," p. 96.

"Dutch Lullaby," Stultz, March (1909) Etude.

Study pp. 56-57. Studies on p. 59.

SECOND WEEK.

"Dutch Lullaby" (second section).

"Easter Anthem," p. 183, Modern Series. Study pp. 62-63.

THIRD WEEK.

"Dutch Lullaby" (third section).

"The Palms," Faure, "101 Best Songs." Study p. 64.

Thoroughly memorize chromatic tones from the blackboard presentation.

FOURTH WEEK.

"Japanese Song," Churchill-Grindell.

Study "The Spider and the Fly," p. 68. Study p. 70.

"A Riddle," p. 71.

In detail.—Considering the different subjects for the month of March, I have given you "O Hemlock Tree," p. 156, and "Green for the Mountainside," p. 144, Modern Series, for Arbor Day choruses. These two seem to me the only two especially adaptable for this subject in our book. Do not use verses in parody to fit the subject and apply to "America" or any other tune.

If we cannot have distinctly Arbor Day music composed for Arbor Day, let us do without, but do not be a party to the desecration of these national airs. Each year I have found in various educational journals verses printed with the following headlines: "To be sung to tune of 'America,' 'Battle Hymn of the Republic,' 'Bridal Chorus,'" etc. A little expenditure will bring you material from our great storehouses of music suitable for every occasion.

You have learned "O Hemlock Tree"; teach "Green for the Mountainside" by rote. As a little nonsense work, study "The Ploughboy," p. 96. A round it is. Teach each part separately, then divide the room into three equal divisions and combine the parts. You will find this just "heaps of fun."

For your little ones I have given you the "Dutch Lullaby," by Stultz, to be used in correlation with your study of Holland. This is a gem. It is too long to be taught in one lesson for primary grades. I teach one verse a week for three weeks successively, but when you have finished you have something. It embraces all sides of Holland life, and the children are so interested that there is no work attached to the teaching of it.

After teaching the words I have them dramatize it, using the entire room in the dramatization. I sing it and the children impersonate it. We have the little Dutch mothers putting the babies to sleep, using the class chairs for beds. A circle of little girls and boys with heads nodding form the tulip beds. A group of wee boys squatting

MR. WINSHIP'S CONVERSATIONS.

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Scolding is never winsome.

Stagnation never comes from activity.

Hope is a better characteristic of a teacher than fear.

Training for citizenship should mean character building.

A prodigy is no credit to parents or teachers. He is at most an unrecorded comet.

The commonplace need not be stupid. Sunlight is the most commonplace of all phenomena.

Florence Kelly is reported to be advocating a woman superintendent for New York city.

American Institute of Instruction, July 2-3-4-5, North Conway, N. H.

There is something wrong with a lamb that cannot frolic; so there is with a boy.

Dr. Claxton is surely a-doing things. What a lively pace the Bureau of Education has struck all at once.

A child cannot think as you do any more than you can think as he does. A good teacher never forgets this.

The present status of playground activities the country over is thoroughly and accurately set forth in the January issue of *The Playground*.

A child is infinitely better off with a pebble that he can sling than with an armor that he cannot carry with ease.

The importance of school health cannot be over-stated. The evils to the pupils individually and collectively from underestimating its importance are beyond computation.

Since Chicago and Cleveland have elected women superintendents who were sixty-five years of age, women teachers are not dodging the truth as to their ages.

Never inherit or absorb the prejudices of your friends. Make it clear to them that because they dislike some one is no reason why you should dislike him. It is a small calibre man or woman, however large his position, who expects you to accept his enmities.

Teaching can never be estimated by studying the teacher. Its value can only be seen in those whom the teacher teaches; can only be known through what they know. The examination of a teacher is a good deal like studying a stuffed bird. You may know the form and color and quality of feathers, but not its flight or song.

"But the Children Still Come to School Every Day."

A principal of a city that is having its share of political-educational excitement, after reciting some of the troubles of these troublesome times, seems to draw a sigh of relief and adds: "But the children still come to school every day." Of course they do. Up to date none of these earthquakes, volcanoes, tidal waves, conflagrations, or floods have ever disturbed the work of the schools perceptibly, and that is the glory of it. The schools go on just the same.

Unpopular Innovation.

An innovation that is not likely to be popular is the proposition to have the school year and all school terms begin Friday, so that the work will start off promptly and without delay on Monday morning. The plan is already adopted in the case of rural schools, but, so far as we know, no city has put it in operation, though it is being considered in some cases. Will the gain, which would surely be considerable, equal the great inconvenience?

School Stairways, Adieu.

The day will come when going up and down stairs in school will be merely a memory, as the old double desk now is. Long Beach, California, has given the world a taste of it. A new grammar school in Spokane is to have a fine illustration of the advantage of an incline over the stairs, but, so far as we know, Hillyard, Washington, is to have the first two-story schoolhouse with no stairs, all passageways from floor to floor being gradual inclines. Architect Sweatt of Spokane is to be credited with this noble departure.

Van Dyke Introduced by Riley.

Of all the bright and impromptu things credited to Henry Van Dyke, one of the best was at Riley Day of the Indiana State Association a few years ago.

James Whitcomb Riley introduced Dr. Van Dyke to the audience, which went wild.

When there was quiet Dr. Van Dyke said:—

"Let not one who is thus received
Think of himself too highly.
You'll do the same for any man
Who's introduced by Riley."

Fruit of Home Work.

In the city of McMinnville was a girl whom nothing had benefited. She was in the high school, but she would not do her work in algebra. She said she couldn't.

Promotion would be wholly out of the question, and she seemed not to care. She was on the street late into the evenings and would not study at home. The mother was ill and had no control of the girl.

The principal said that students could substitute home work for half of the assigned ten daily problems in algebra, and this girl was told that if she would get supper, do up the work after supper, make the beds after school, and get the breakfast it would count for five of the ten problems in algebra.

She did all this home work and more and stayed in evenings and did the whole ten problems and kept three days ahead of the class in problems. At home and at school she was transformed. School appreciation of home work was the cause of the transformation.

Once More.

Once more the "Teachers' Institute is passing away." This has been a steady announcement for more than twenty-five years. We do not know when these "final appearances" according to the opponents of the institute began, but we know that they were in full blast twenty-seven years ago, and we expect Gabriel's trumpet will find them still on guard. Of course they have always been in the interest of the dear children and their teachers, but they have always been by the advocates of some other special functions.

Twenty-seven years ago the institutes were "disappearing" in the interest of "Schools of Methods," but the institutes are still with us, and those "Schools of Methods," where are they?

The teachers' institutes are far from being perfect or ideal, but they have great staying qualities, which has never been true of any of their substitutes. The county institute seems to be more firmly established to-day than ever before and much more useful.

We have known these county institutes for all of these years, and their evolution has been as interesting and important as any phase of teachers' work. The normal schools and the departments of education in the universities have not been a more vital matter professionally than have the broadened and intensified teachers' institutes. The "passing of the institutes" campaign just now quotes the abandonment of them in New York and New Jersey. In neither New York nor New Jersey have the institutes had any of the county institute characteristics for more than a quarter of a century. In both states they were merely phases of the state department of education with all local initiative and inspiration eliminated, just as the so-called institutes of the New England states have always been. It is characteristic of these eight states in the North Atlantic group to eliminate the county unit.

The normal schools, the departments of educa-

tion in state universities, the normal and university summer schools are all helped immeasurably by the inspiration of these county institutes, in all of which their instructors do an important part of the work.

Woman's Opportunity.

A noble man for whom we have high regard, in a letter to the editor of the *Journal of Education*, dated November 15, 1911, says: "You are among a few who are trying to see 100 per cent. of woman's opportunity for constructive work." That expresses our attitude on women's opportunity better than we could have expressed it.

Fully ninety per cent. of all the public school children in the United States are taught by women, more than ninety per cent. of all the instruction ever received by the children of the country is from women, and there is not the slightest probability that this proportion will ever be less. The talk about the need of more men teachers and of more male influence is all very well as an academic by-play, but it is as useless as discussing the high school privileges in Massachusetts. Women will not be less in evidence, educationally, than now for a very long time, so long a time as to be of no concern to us. Women are likely to be better prepared for their work, scholastically and professionally, than are men.

Despite these notable facts their opportunity to have as much influence as men in any phase of educational leadership is very remote. They are not likely to share equally in the general administration of educational affairs. They will have slight influence in effecting educational legislation directly or indirectly. Their positions in city, county, or state boards of education will be inconsiderable, and their opportunities for leadership in city and state supervision are not promising. Of course they can capture any educational association as they have captured the National Education Association, but it is to the shame of noble men that women have to wrest opportunities by force of number before they can receive even slight recognition.

The attitude of the *Journal of Education* is simply this, whenever and wherever it is feasible, to give a woman, who is admirably equipped for any special activity, an opportunity to demonstrate her constructive leadership.

We are not ready to join those who would deny them the privilege of forcibly or even brutally wresting opportunities which should have been accorded them gracefully and graciously, but we deeply regret any necessity of such unwomanly activities.

Wide-Open Entrance.

Stanford University has opened its doors very wide. She admits students who bring testimony that they have been four years in a fully equipped high school and have mastered fifteen subjects in these years. She makes no distinction as to what fifteen subjects they are. A young man can make his fifteen in a combination of Latin, music, gardening, and blacksmithing if he likes, or any combination he chooses. "Good work in a secondary school is good preparation for the university" is the motto at Stanford.

MUSIC IN RURAL SCHOOLS.

(Continued from page 253.)

under some piece of furniture are ducks, who sleepily quack when they are alluded to in the song. Here and there over the room are two children standing back to back, with arms outstretched diagonally, for windmills, and as they are mentioned the wheels slowly revolve.

The "moo cows" are under the table, and softly moo as their particular place is reached. The stork stands on one leg by an improvised chimney, "white and tall."

The trees are standing in groups, and stretch out their arms as "the evening shadows fall" and "softly the windmills go whirling around, go whirling around."

Write Theodore Presser, Philadelphia, Pa., for March (1909) Etude, and you have it. It is well worth the fifteen cents.

On pp. 56-57 is your study work for your older pupils. I advise using the wind calls all through the month just as they are written for vocal drills. Of course your scale drills are never neglected.

Define every expression mark as you meet it in your songs and studies, and insist upon the application in voice work.

In the two-part studies on pp. 57-59 study the alto part first alone until mastered, then have school sing alto while you add the soprano part; then, as they gain strength in achievement, divide the room, having them sing both parts.

SECOND WEEK.

Continuation of "Dutch Lullaby" for primary grades.

The "Easter Anthem," p. 183, Modern Series, for the older pupils. If this is the first year that your pupils have had music, teach this by rote and one part only. It is very good and full of the life and buoyancy of Eastertide. The study of pp. 62-63 gives you a study in 6-8 time and a variety of note values.

The third week I have suggested "The Palms," from "101 Best Songs," to be taught by rote, one part only.

There is no reason why our children cannot be taught these beautiful things, and gradually acquire a repertoire of good music.

When in Lucerne two years ago, I saw a body of school children, about the size of our fifth and sixth-grade pupils, come tramping in to Lucerne on an educational pilgrimage to see the "Lion of Lucerne," by Thorwaldsen. Staff in hands, budgets on backs, they trudged, about forty of them, accompanied by their teachers. What do you suppose they were singing as they marched? You would never guess, no, not in a thousand years. "The Pilgrims' Chorus," from "Tannhauser," with all its difficult chromatic passages, they were singing as they marched in orderly ranks through the narrow side streets. Beautiful, round, open tones, true in quality to the last note.

I leave to you to state what our children might sing on a tramp of this kind, with the unwhole-

some influence of so much of our picture-show music around them. German children do not hear trashy music; you never find it on pianos in hotels, unless left accidentally by some traveling American.

On p. 64 you have difficult chromatics to master. Give them in small groups at a time from the blackboard first, over and over until mastered.

The fourth week brings us to Japan. There is absolutely nothing in this book of the Modern Series or "Lilts and Lyrics" on Japan. If you care to make the additional expenditure for it, there is in Churchill-Grindell Book II. a delightful Japanese song, giving a possibility for action work with parasols and fans, and a very interesting description of manners and customs in Japan in the word composition of the song. The price is thirty-five cents, published at Platteville, Wis.

"The Spider and the Fly" gives you another nonsense round. The study of pp. 70-71, the study of more two-part music.

This completes our month's work. I neglected to say, in talking to your pupils of Beethoven, that it seems to me the story of his pathetic life will find a bond of sympathy in many of your older boys, many, no doubt, who find a lack of appreciation in their own homes, who still have a germ of genius unawakened within them, and the crude, gruff mannerisms of Beethoven will awaken an interest you may have been striving for all the year.

Beethoven left school at the age of thirteen. His terrible deafness is said to be the result of a drunken father, who came home often from midnight until morning hours, and, seizing poor Ludwig by the hair, would vigorously box his ears, compelling him to rise and practice, that he might earn more money for his father's debauches. Once when conducting an orchestra in its first public presentation of one of his own compositions, standing with his back to the people, he could not hear the uproarious applause until one of the men in the orchestra arose, and, putting his hand on his shoulder, turned him toward the audience to see the appreciation he could not hear. Hunt up the beautiful story of "The Moonlight Sonata's" composition. I tell you, these things pay.

Our supplies for this month are covered in lists previously given. The "Dutch Lullaby" and "Japanese Song," of course, are optional with you, and the price and addresses have been given in the outline.

Eleanor Smith publishes a beautiful "Easter Song" in Book I. for primary grades, if you wish something especially for the wee ones. I hesitate to mention it, for it does mean additional expense. Price, \$1, Lyon & Healy, Chicago. Our success, though, is often retarded by not having material for all occasions to correlate completely. You might bring in your Easter work in paper cuttings for busy work in Easter lilies, eggs, chickens, etc. I have tried to keep your year's outline within the books mentioned, and only add the others as suggestions as to what and where to procure other material.

LITTLE STORIES FOR LITTLE FOLKS.

BY JEAN HALIFAX.

MAPLE SUGAR MONTH.

What a shout of delight there was when grandpa said: "Well, little folks, the sap is beginning to run." This was the very first March that Teddy, and Ben, and Harold, and May had ever been in the country. And this was in Vermont, the great maple sugar state, where you find the best sugar in the world. Now, can you imagine anything nicer than a grove of maple sugar trees the last week in March, in Vermont? Such good times as the children had! There were over a thousand big maple sugar trees in this beautiful grove, and they were full of sweet sap. How funny the trees looked with the bright red tin pails fastened to them! Some of the trees had five pails. The sap was running into these pails. The children helped grandpa and uncle gather these up when they were full. Then came the fun in the sap house, where the great pans were full of the sweet, bubbling liquid. Grandpa dipped some out and dropped it on some clean, white snow. And the children declared it was the nicest candy they ever ate. Teddy said he wished every month was maple sugar month!

WHERE THE PIE WENT.

Mamma was making pies, and little Carolyn was watching her. "You have been such a pleasant little girl this rainy morning, when I was afraid you would fret to be outdoors, that you shall have a reward," said mamma. "I'm going to let you make a little pie of your own, Carol." Such a cunning little pie as Carol made! "I'll keep it for a doll party for to-morrow," said Carol, "and I'll invite May and Helen and all their dolls." She set the little pie on the window-sill to cool. A naughty little mouse found it there. And he ate it all up! It was very small, because it was a doll's pie. When little Carolyn went to get her pie, she found only two wee crumbs. What a greedy little mouse!

"WHEN THE PIE WAS OPENED."

There is a Mother Goose rhyme about a very queer bird pie, you know. But this is about a real pie that was given to little Carolyn on her seventh birthday. She had a birthday party, and the table was covered with lots of nice things. When the supper was over mamma came in, bringing a big, bright tin pan. It was covered with light brown paper, to make it look like a real pie. But when the cover was taken off, what do you think that Carolyn and her little friends saw? Seven little downy yellow chicks! It was too cold for the little chickens to stay out of doors, so they were kept in the kitchen. Carolyn thought her pie was a very nice one, indeed. She had such nice times watching the little chickens. For she took care of them herself. Papa fixed a box for them, and Tom kept it clean, but the little girl always gave her pets their meals.

LITTLE THISTLE-DOWN FLYER.

There was a broken window pane up in the attic. And little Thistle-down came in through the hole one stormy night. He wanted a warm, dry place. Robbie found him there the next day. Thistle-down was very, very shy at first. He was a little flying squirrel. His fur was so rough that Robbie named him Thistle-down. He soon grew very tame. Squirrels are fond of sweet things, you know. And what do you think was Mr. Thistle-down Flyer's favorite breakfast? Griddle cakes and maple syrup! Whenever Thistle-down smelt that breakfast he would try to get down to the dining-room. He would frisk down the stairs, fly across the hall, and perch on the door-knob. Then somebody would be sure to hear the little fellow. And so the door would be opened for him. Sometimes, when Robbie had been such a very, very good boy that mamma wanted to reward him, she let Thistle-down come to the table.

Robbie would hold his pet in his lap. And Thistle-down had a saucer all to himself, full of syrup and cakes.

A PICNIC ON THE SNOW.

Did you ever hear of a picnic in March? That is a very cold month for a picnic, you say. But such fun as the little Dorrs had one cold March day! The ground was covered with snow, so the children opened their eyes wide in surprise when papa proposed a picnic in the woods one morning. Mr. Dorr was cutting wood in the forest a mile away. It was too far to come home to dinner, so he used to take his lunch with him every morning. He used to make a little camp-fire in the woods and boil his coffee. To-day he was going to take the whole family with him. Mamma put up a big lunch in three pails. Then papa tucked her up warmly on Frank's sled. The children walked. At least, they started out to walk! But the sun was so bright, and the snow sparkled so beautifully, who could walk such a lovely day? The children were in such high spirits that they ran and frolicked all the way to the woods. And such a glorious time as they had in the woods! They climbed trees and explored the forest, they ran races and coasted, they played hide-and-seek among the big trees, and then they had such a jolly picnic dinner! Papa built a nice fire, then he set up stakes. In the crotches he laid a light pole. From this hung a pail of soup and a pail of coffee. The little Dorrs were not usually allowed to drink coffee. That is not good for growing little folks. But out in the cold woods, for once, it would not hurt them, mamma said. In the ashes papa put potatoes to bake. And how good the hot things tasted! When the dinner was over the children scattered the crumbs for the birds and squirrels. So they all had a picnic, too. And the little Dorrs declared that a winter picnic was the very best kind of a one to have.

JOCKO.

Jamie lived near the sea. His home was in Portland, Me. That was where the poet Longfellow used to live. Jamie used to pass his house every day as he went to school. You remember how much Mr. Longfellow wrote about the sea, and Deering woods, and the wharves. Jamie loved them all, too. And, best of all, he liked to stand on the wharf and talk with the sailors. One day a great vessel came in. It had come all the way from the tropics, the hot countries. Monkeys live in warm lands, you know. And a sailor had brought one home with him. It was a cunning little thing. And the sailor had taught it a good many tricks. Jamie told his father about the monkey when he went home to supper, but he never thought of his father's buying it. But it was only a few days before Jamie's birthday, so his father thought that the monkey would be just the thing that would please his laddie most. "He has been such a good boy this winter, and done so well at school," said he to Jamie's mother that night, "that he deserves a first-rate present." So the next morning he went down to the wharves and hunted up the sailor. The man was willing to sell the monkey, and so Jamie's father bought it and took it home. It soon became a great pet, and many a happy hour Jamie spent training his pet. He named him Jocko. He taught him many tricks, and all Jamie's boy friends enjoyed playing with him, too.

One day Jocko ran away. He went down to the wharves. He looked around for his old friend, the sailor, but the sailor was far out at sea, so of course Jocko could not find him. And what do you think? A policeman arrested the little fellow! He took Mr. Jocko to the station house. A reporter for the papers saw Jocko there, and heard the policeman tell the story. He wrote about it for his paper, and Jamie's father read

it, so he went to the station house and got Jocko, and took him home to his little master. Jocko was so glad to get home again that he danced all over the house! And he never, never ran away again.

JO'S ROBIN.

One cold day early in spring four little girls were playing in their yard. Their names were Meg, Jo, Beth, and Amy. Can you guess who "Jo" was? Yes, it was the dear, jolly Louisa Alcott, whom you all know and love so well. One of the girls found a robin on the ground. He was so cold he could not fly away. He was almost starved, too. The children took him into the house and fed and warmed him. Then they let him out-doors again. He was all right now, and flew up into a tree and began to sing his thanks. "Jo," the little Louisa, was only eight years old, but she had already begun to write. And she wrote a little poem about the robin. This is the way it begins:—

"Welcome, welcome, little stranger,
Fear no harm and fear no danger.
We are glad to see you here,
For you sing, 'Sweet spring is here.'"

When Louisa grew up to be a woman, she wrote stories for boys and girls, and they always love to read all she wrote. Have you read "Little Men" and "Little

Women"? "Little Women" tells about the happy childhood of Louisa and her sisters. Such fine times as the four used to have! And what a splendid story she wrote!

LITTLE LADY SHETLAND.

Annie, and Bobby, and May live in Illinois. They go to school every day. They never miss a day if they can help it, but the schoolhouse is three miles away, and that is too far to walk, so they ride. They have a dear little Shetland pony. They call her Lady Shetland. They have a nice little cart, very low. It won't hurt any of them if they happen to tip over. Every morning papa hitches up the pony, then mamma puts the lunch boxes in, and off they go. The children do not drive, but Lady Shetland knows the way, and takes them safely to the schoolhouse door. Then the children climb out. Annie says: "Go home, Lady." And the pony turns around and trots away home. Don't you think she is a good little pony? When she reaches home papa is watching for her. Then he puts her in the barn. When it is about a quarter of four papa hitches up the little Shetland again, and she makes another trip to the schoolhouse. This time she is all alone, you see. But she trots right along. When she reaches the schoolhouse, if the children are not out, she stands waiting patiently till they come out. Then she takes them home. Don't you think she is a wise little pony?

All animal life is sensitive to environment, but of all living things the child is the most sensitive. A child absorbs environment. It is the most susceptible thing in the world to influence, and if that force be applied rightly and constantly while the child is in its most receptive condition, the effect will be pronounced, immediate, and permanent.

—Luther Burbank.

PICTURE STORIES.

BY ANNIE C. LATHAM.

Were made so that we love
First when we see them painted, things we have passed
Perhaps a hundred times nor cared to see;
And so they are better, painted—better to us,
Which is the same thing, art was given for that;
God uses us to help each other.

—Browning.



F this is true of grown-ups, how much more must it be true of the children coming to our schools for the first time with untrained minds.

Our first duty toward the child, if we want him to talk and express himself, is to give him something to talk about and something to express.

I am afraid we take too much for granted, with our foreign children especially. We must not expect them to come into the primary room with more knowledge than they are apt even to carry from it. Let us use the picture story as a basis of language work for the first part of our school year. I am tempted to say it should be as firmly rooted in the language work as is the story hour, so dear to both pupils and teacher.

What is more natural than to awaken the child's first interest through the picture. Even when the vocabulary is very limited this gets the children to talking, and talking should be our chief aim in language. We cannot correct a child's English if he never talks freely to the teacher and to the children.

The picture placed before the child awakens an interest, and, without realizing it, he is aroused.

Picture study develops a power of imagination in a child, which no other part of the language work can possibly do if he is allowed to construct his own story from the picture, with only judicious help from the teacher. We children of an older growth sometimes weave romance around a picture of which we are fond. Why should not the children be allowed, encouraged, and guided in an exercise so enjoyable?

Above all, the children should be taught to love and know the regular schoolroom pictures. Of course their artistic value is above reproach. I believe if we bring simple harmonious pictures into the schoolroom for the children to study and learn to love, the time will not be far distant when the atrocious supplements to the Sunday papers will be less eagerly watched for. That surely is a thought worth our attention.

In my own schoolroom I have a burlap border at the top of the blackboard, on which are well-mounted, well-selected pictures. These are changed monthly, and correlate with the language and nature work for the month. The children are quick to notice the slightest change in the pictures. Isn't this the best proof of appreciation?

The following is a picture lesson recently given to a first grade. A picture was placed before the class for a short time. It was a simple little picture with few details. At first, details are confusing. It was a boy and girl sitting on the floor

playing with toys. This is one of the stories worked out by the class, and put together by a little girl. The children were told to "make stories good enough to be put in a reading book for other first-grade children to read."

"Here is a boy and a girl named Ruth and Henry. They are brother and sister. Their mamma said to them this morning: 'I want to go shopping this afternoon, so. I will take you down to Shepard's nursery' (a city department store). So Ruth and Henry are at Shepard's nursery.

"Henry is building a church out of blocks. I

know it is a church because of the high steeple. The rocking horse is a carriage to take them to drive. Ruth will send her doll to church when it is finished."

Not much of a story to be sure, but think of the outcome if systematically developed for the first few years' training. If we only correct the worst mistakes in English during the first year and give the child a taste for pictures really worth while, it will be a step to higher and better things for our little foreign-born citizens who just now need our help, time, and sympathy more than they need anything else our country can offer them.

MISS LACEY'S TALKS.

BY V. WINIFRED LACEY, M. PD.,

Ishpeming, Mich.



T is now the fifth month of the school year, and my second-grade children cannot write well. I cannot see that they are making much progress, and the parents and my superintendent complain. What suggestions can you offer? Will you please answer in the March number of the American Primary Teacher.

Second grade teacher, Miss K.

Writing seems to be the hardest subject for me to teach, and I suppose that is also why the children cannot write well. It is getting late in the year, and time that they should make more progress in that subject. Will you give me some real practical suggestions for teaching this subject of writing to a class of fifty-four first-grade children. Answer questions in the American Primary Teacher as soon as possible.

E. D. T., first grade city school.

Do you consider it more helpful to begin to teach little children to write with slate and pencil or all blackboard? Which do you think will give the best results? I teach second and third grade.

Miss McT.

In answer to the above three questions will say that if you refer to the February number you will no doubt conclude your questions are answered. In answer further to Miss K. it can be safely said that not only second-grade children but first grade included should be able to write very well at the end of the fifth month of school. Children should not be allowed to continue through five months of school work in the second grade without good results. In this case why not consider how you are teaching writing, your method, and the teacher behind the method? If Miss McT. of the above will abolish slates she will get much better results. So many questions were received during the past two months regarding the teaching of writing it was deemed advisable to answer all questions in the February number of the American Primary Teacher under the subject of "Writing in the Primary Grades."

How can first- and second-grade children be taught to read sentences smoothly and with expression? My superintendent tells me to have the children read smoothly and fluently, but does not give me assistance in doing this. The chil-

dren in our schools do not read well, and I am very anxious to improve my primary reading.

Florence S., graded school.

The subject of primary reading was presented in a practical manner, adapted to the real needs of the primary grades, in the April number and continued in the May number. If you will refer to the numbers you will find your question, together with a great many other questions on that same subject, fully answered.

When children are absent a great deal and naturally are behind in the grade work, how would you classify them? Our superintendent does not approve of sending the children back to a lower grade. It is detrimental to the other children in the class to have such children enrolled with them.

Miss Clara G., principal.

In almost every grade there are usually a number of children who, through sickness or some other good reason, are out of school sometimes averaging two or three months during the school year. In such cases it seems a pity to humiliate the child by being put back into the next lower grade, and if the child has been sick it is most discouraging, and in many cases the worry of such may be the cause of the child seldom if ever entirely recovering from the effects. There is a very good and most effective way of working with such children. It is along the plan of individual instruction. In every well-regulated school, regardless of the grade and subject taught, there are certain general principles and rules given as the foundation for the proper handling of subjects by the children, and when the children have such principles and form made clear they can go ahead with the general form of work. When children are absent from school and do not get this instruction, the teacher should not in all fairness to the child expect him to do the work. Just a few minutes of individual instruction will explain away the difficulties, and the child will be able to continue the regular class work. There are numerous cases where children are compelled to remain out of school, not because of being sick but because of being quarantined on account of sickness in the family. There are also a number of good excuses why children are out of school, and then become discouraged in their school work because they are behind in the regular work. This condition can be very nicely eliminated if the careful and progressive teacher will consider ways and means of giving the child a little individual instruction. You will find a number of suggestions on this subject of "Individual Instruction" in the July number of the Journal of Education

My children do not seem to obey very well. They seem to resent the things which I ask them to do. Their parents are also not very well pleased. Teaching seems to be very hard, and I wish you would suggest something which would tend to make the work more pleasant. The children do not observe the rules I make in school, and this seems to cause trouble in the regular work of the program.

Catherine H., second- and third-grade teacher.

If instead of devoting all your thoughts to the subject of making rules to govern your school, suppose you devise ways and means of making not only the children happy but also yourself. Did you ever stop to consider the great amount of your life you spend in the schoolroom? Then why not make such a great portion of your life happy? You would soon see your life reflected in the minds and thoughts of the children, and they in turn would also be happy. Happiness and contentment form a very good foundation for school work, regardless of the subject taught. The teacher holds in her hands the ability or power to make both her life and also that of the child, while in the schoolroom, either a happy or an unhappy one. It is admitted that teaching is most strenuous, even for very strong persons. Then why not do something to introduce a little more happiness in that schoolroom? Along this line of thought Superintendent F. A. Cotton of Indiana, who is state superintendent of public instruction, says: "A little more sunshine, fewer rules, much heart, and few clouds are what are required in the schoolroom. In the schoolroom, that discipline which is born of good nature is better, is more effectual, is more commendable, than that which is the result of brute force or muscle. There are teachers who teach with the full blaze of the noon sunshine. Ivy surrounds them, blessings attend their footsteps. They are welcomed by all teachers, children, school board, and superintendent, the community in fact. Everywhere they are admired and respected when they remain to teach another year, and if they choose to leave they are always remembered. With such and by such teachers teaching and learning become a pleasure long to be remembered." Wouldn't it be wise for all of us to practically apply a few of Superintendent Cotton's ideas on this subject? It will tend to make all teachers happier, younger looking, better looking, and in return the child will learn with delight the most difficult part of the school work and why? Because you are happy and they are happy. Experiment, and note the satisfactory change.

How would you suggest beginning to teach phonics for the first time? My superintendent wants me to begin that subject next month, and I will appreciate a few suggestions.

Helen O'S., second-grade teacher.

If you will refer to the June copy of the American Primary Teacher you will find a few suggestions, which can be applied in a very practical manner in your grade regardless of the text-book used.

Why is it that kindergarten teachers do not teach the kindergarten children something worth while? They do not seem to be fitted for first-grade work. What is the trouble?

Primary teacher, Ohio.

This question had been asked a dozen times previous to February, when all questions were combined and the subject given careful and practical consideration in the February copy.

The City Street.

BY DR. JENNY B. MERRILL.

A kindergartner in Manhattan invited a little girl who was playing in the street to come to kindergarten. The child replied, "Is there a sidewalk in the kindergarten?" "No." "Is there a mud-gutter?" "No, but there is a big table full of sand like Coney island. I think we can make a sidewalk and a gutter."

The child was partly convinced. So few realize the joy of the city child in his playground—the sidewalk, the street. It means the great out-of-door world. This great joy showed itself quite unexpectedly when a kindergartner proposed taking a walk to the children in an orphan asylum. "What!" exclaimed one, "on the sidewalk? Are you going to take us out on the sidewalk?" The children had not been out for a month. Upon reaching the street, one little child stooped down and touched the sidewalk with his hand.

The street gives to the city child a sense of space, of freedom, of people, of activity. This is all felt, not realized consciously. Many kindergartners who cannot reach parks or the river, will not miss it by taking a walk round the block, a walk to the corner even, a run across the street to look up at the big school or the flag, a walk to the nearest tree, or at the different seasons to market to discover what new fruit or vegetable has arrived. Even in the city street the sky is overhead. The clouds and birds, the sunshine and shadows give glimpses of nature. Even the mud-gutter is not to be despised. It has given many a child his first unconscious lessons in geography. He finds a river in it, even dams and waterfalls. He watches a paper boat or a chip on its journey in the gutter and forgets or rather fails to see the lurking evil that troubles his elders.

"In the mud and scum of things
There's something, something always sings."

I never pass a little child playing in the mud gutter that I do not stop and watch and try to think his little thoughts.—Kindergarten-Primary Magazine.

Sing, little bird, when the skies are blue,
Sing, for the world has need of you;
Sing when the skies are overcast,
Sing when the rain is falling fast.

Sing, happy heart, when the sun is warm,
Sing in the winter's coldest storm,
Sing little songs, O heart so true,
Sing, for the world has need of you.

—Authorship Unknown.

NATURE STUDIES.

Spring Questions.

BY VIRGINIA BAKER.

- Which is the first spring month?
 What flowers bloom in March?
 What is the color of the snowdrop?
 What is the color of the daffodil?
 What are the colors of the crocus?
 What birds may you see in March?
 What trees show their catkins in March?
 What can you tell about the wind in March?
 What animals begin to wake from their winter sleep in March?
 What happens every four years upon March 4?
 What is March 17?
 Why do the Irish celebrate this day?
 How many days in March?
 What month of the year is March?
 Which is the second spring month?
 What month of the year is April?
 What is the first day of April called?
 What flowers usually bloom in April?
 What trees begin to show their leaves in April?
 What birds come from the south in April?
 What kind of weather do we have in April?
 What does the farmer do in April?
 What come out of cocoons in April?
 Why do we observe Easter Day?
 What does the word "Easter" mean?
 Why are the rabbit, butterfly, and egg symbols of Easter?
 Which is the third spring month?
 How many days in May?
 What flowers come in May?
 What birds do we see in May?
 What insect bumps against the windows on May evenings?
 What kind of weather do we generally have in May?
 What does the farmer do in May?
 What birds pull up the young corn?
 Why do we observe Arbor Day?
 When is Decoration, or Memorial Day?
 Why do we observe it?

NATURE STUDY.—(I.)

BY ADA M. BROWN,

P. S. 55, Brooklyn.

THE OWL.



KNOWN by its short bulky form, large flat head fully feathered, and sometimes with feather tufts like ears. Head turns all the way around—easily sees its prey. "Feathered cat."

Eyes.—Like topaz, very large, surrounded by a disk of radiating feathers like bristles. Formed for seeing at night. Directed forward. Owls blink and are distressed by sunlight. Eyes are a beautiful orange at night.

Bill.—Strong, hooked like a parrot's, adapted for tearing prey to pieces. Short.

Ears.—Large, with a kind of cover. Hear very well. Tufts of feathers on head are not ears. Ears just back of eyes.

Wings.—Broad, rounded, adapted for strong, noiseless flight. Most owls do not fly fast.

Tail.—Broad.

Claws.—Long and sharp. Toes turn easily—generally turned two front and two back. Catches prey with claws. Legs well feathered.

Size.—Female the larger. Size varies, but all appear larger than they really are, because of the thick feathers.

Plumage.—Thick, soft, and downy. Mottled.

Nest.—Rough, built of sticks, leaves, grass, feathers, bones of animals, usually in fork of tree. Some owls lay eggs in holes, in decaying branches, and in ground.

Eggs.—Two to five, white.

Young.—Covered with down. Old birds very fond of them.

Food.—Mice, birds, rabbits, rats, moles, squirrels, insects, beetles, frogs,—sometimes fish. Useful to man for destroying harmful animals.

Call.—Very dismal screeching, often frightening people. Sometimes choke like a person suffocating. Can bark like a dog—often fool dogs. Hiss when angry.

Habits.—Solitary. Retire in daytime to holes in trees or to old buildings or caves in the dark. Fly and hunt prey at night. Swallow many animals whole, including mice. Is very brave—a great fighter. Easily tamed and makes an amusing pet. A great mouser.

Migrates.—No.

Appearance.—Like a winged cat. Very wise. "Wise as an owl." Minerva's bird.

THE GOLD FINCH.

Appearance.—A little like a canary. In summer, bright yellow; crown, wings, tail black, white markings. In winter it turns yellowish-brown and ashy brown.

Size.—Nearly five inches long. Inch smaller than sparrow.

Wings.—Adapted for flying. Wavy flight. Swift, easy flyer. Seldom on ground except to bathe and drink. Perches in conspicuous places. Common bird.

Bill.—Short, strong for cracking seeds.

Food.—Thistle-down seed (called "thistle bird"), seeds of grasses, sun-flowers, berries and other plants.

Song.—Beautiful, sad. Much like a canary's. Sings on the wing.

Common Names.—Thistle bird, wild canary, yellow bird.

Nest.—Artistic, deeply cupped, elaborately lined with wool, moss, grass, hair, and other soft substances. Often found quite high (6-30 feet) in birch, wild cherry or wild apple tree, near where seeds are.

Eggs.—Five, early in June. One brood a year. Generally bluish white, unmarked, three quarters or an inch long.

Young.—Follow the parents a long time, and are fed by them.

Habits.—Lives in thickets, shrubbery, fields of thistles, etc. Sociable, lives in small flocks. Easily tamed—learns quickly. May be taught many

tricks like canaries, and may imitate notes of other birds. Beautiful singer.

Migrates.—Generally not, in this latitude. If does, April 1-15 and October.

THE CHICKADEE (TITMOUSE).

Size.—One inch smaller than sparrow; five and one-half inches long.

Color.—Ashy-gray, white breast, head, throat, large patch on front of neck black. Downy, fluffy feathers.

Bill.—Brownish-black. Strong. Can dig holes with it in bark.

Legs.—Look weak, but are very strong. Expert climbers. Can run over boughs very fast, and hang suspended by claws.

Song.—“Chick-a-dee” or “Day-day-day.” Lively twitter. Sings in heavy storms.

Common Names.—Black-cap, snow-bird, titmouse.

Food.—Destroys thousands of grubs, insect-

eggs, canker worms. Very useful. Runs over tree trunks in all directions, thrusting bill into every crevice where insects might be. Comes near houses in winter and eats crumbs and seeds. Like fat meat. Eat pine seeds.

Nest.—In hollows of old trees, fence-rails, knot-holes, deserted woodpecker's hole, or can dig hole themselves with bill. Line with feathers and moss.

Eggs.—Six to ten, white with brownish-red specks. Fond of young.

Habits.—Cheerful, always singing, active, lively, inquisitive, friendly. Our tamest wild bird. Sociable, several seen together. Bright, knowing. Come close to houses and barns, retreating to deep woods only to nest in summer. Prefer evergreens, eating pine-seeds. Like treetops, gardens orchards, shrubbery. Jolly, good spirits, lovable confiding. Useful. Irregular movements.

Migrates.—No. Seems to love snow and storms.—New York Teachers' Monographs.

ARBOR AND BIRD DAY PROGRAM.

BY LAURA ROUNTREE SMITH.

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[Twelve children are dressed to represent trees. They wear very scant, long, brown capes, brown caps covered with green leaves or green branches. Six enter from the right, six enter from the left. They march in and stand very stiff, and occasionally they put their arms through openings in the capes and wave tiny green branches.]

All (in concert).—

The forest trees in the breezes sway,
And what is it they sing and say?
Oh, how we long for a holiday!
And Arbor Day is here!

Willow—How very still it is in the forest! Listen!
We do not hear a sound except the sighing of the wind!

Birch—How very stupid it is in the forest! We may all have to stand here for years and years!

Pine—Every day the sun shines on us, and every night the same stars shine in the sky.

Ash—How tired we shall get, growing here year after year!

Hemlock—I wish we could have a peep at the world.

Elm—Perhaps we can go away next Christmas, but it is a long time to wait.

Maple—I know every song that is sung by a bird, but tell me about the Christmas tree. I never heard of a Christmas tree!

All—He never heard of a Christmas tree! The pine can tell you about the Christmas tree.

Pine—One clear, frosty night in December my brother and I were standing side by side. A sleigh came by. It had in it a little old man dressed in fur.

All—Oh, tell us, was it Santa Claus?

Pine—Of course it was! He was looking for a nice pine tree. My brother called out: “Take me, take me!” Then Santa Claus said: “I will tell you the truth. For one night you will stand in the parlor all bedecked with toys and candles, then they will throw you away in the back yard, and your branches will wither.”

All—Oh, oh, oh! Did your brother go?

Pine—Yes, and I sigh for him still.

Oak—We all want to see the world, but we do not want to die like the Christmas tree.

Elm—We want to keep on growing and growing. Hark! The children are coming!

[The trees move back and stand in a semi-circle, while six boys enter from the right and six girls enter from

the left, all bearing green branches. They sing. Tune: “Yankee Doodle.”]

What we will plant on Arbor Day
There is no way of knowing,
But to the forest we will go,
Where little trees are growing.

CHORUS.

We are happy as can be,
Hear our voices ringing,
And to welcome Arbor Day
Merrily we're singing.

Then to the forest we will go,
So early in the morning,
Oh, little trees, we love you well,
Now you should all take warning.—Cho.

Girls recite (in concert).—

See the trees, the little trees,
Swaying in the soft spring breeze;
Listen and you'll hear them sing,
Spring! spring! spring!
Oh, little trees, so young and strong,
Will you come with us ere long?

Trees (in concert).—

Oh, children, we are fearful as can be,
For a sad fate indeed had the Christmas tree.

First girl.—

Oh, little trees, cast your fears away,
We will plant you with care on Arbor Day.

Second.—

We all will plant the trees to grow,
On Arbor Day, in an even row.

Third.—

We need you in our school yard so,
And every year you'll have to grow.

Fourth.—

You will make shade for the passers-by,
And every year reach toward the sky.

Fifth.—

In your branches birds will sing
Every year to welcome spring.

Sixth.—

Oh, little trees with leaves so fair,
We will plant you all with care.

[The trees all sing the following song, then six of them pass over and stand by the girls.]

Song, "Farewell to the Forest." Tune: "Old Oaken Bucket."

How dear to the trees are the scenes of the forest,
And every loved thing in the forest that grew,
The bluebird, the swallow, the favorite robin,
Shall follow us off to a home that is new.
So now we are going, young trees of the forest,
So now we are going on bright Arbor Day,
The children all love us, so we'll keep on growing,
Farewell to the forest on bright Arbor Day.

CHORUS.

Farewell to the forest,
The dearly-loved forest,
Farewell to the forest
That we love so well.

[The boys now each say a verse, and a tree walks over and stands beside them each time.]

First boy.—

Oh, willow, will you come with me?
I want to plant a willow tree.

Second.—

And I will choose a sturdy pine,
Around your trunk I'll plant a vine.

Third.—

To-day I'll plant a maple tree,
For maple sugar is good for me.

Fourth.—

I'll plant a birch tree with care, you know,
Every year it will grow and grow.

Fifth.—

Come, little elm, with roots so strong,
Again you'll hear the robin's song.

Sixth.—

Now, hemlock tree, on Arbor Day
You'll see the children dance and play.

[The children form a circle, and the trees circle around them; they then stand in one line, the trees stand in a line opposite, they march forward and back, they bow low. They march again forward and back, and pass between. They remain on opposite sides, they hold up their hands, touching hands with those on opposite

sides. Three little woodland elves march between the lines.]

First elf.—

Robin is singing in the trees,
Bluebird comes, too, if you please,
Oriole in his hammock nest swings,
And what is the song that the oriole sings?

Trees.—

'Tis spring, spring, spring!

Second elf.—

I went down beside the stream,
'Twas then I had a funny dream;
Then the softest voice I heard,
I thought the pussy willow purred!

Children.—

'Tis spring, spring, spring!

Third elf.—

Daisies spring up in the grass,
Daisies nod, too, as I pass;
They are nodding to and fro
Where the pussy willows grow.

[The three elves join hands and dance around, the children circle round them, the trees circle round outside this ring. They sing the "Spring Song," then they dance out; the three elves skip out last of all, throwing three big bunches of daisies to the audience.]

"Spring Song." Tune: "Comin' Thro' the Rye."

Hear the woodland echoes ringing
In the merry spring,
All the sweetest birds are singing
In the merry spring.
Back to us the birds are winging,
Hear the bluebirds call,
And as we sing on Arbor Day,
We're happy one and all.

All the trees are growing, growing,
In the merry spring,
And a warmer breeze is blowing
In the merry spring.
So to-day we go a-planting
Little forest trees,
We hear their merry, merry chatter,
Swaying in the breeze.



The little maids wear wooden shoes,
In Holland o'er the sea,
From underneath their big white caps
They often stare at me;
Sometimes they meet to hear the news,
Then clumpety-clump go the wooden shoes!

—Laura Rountree Smith.

MANUAL OCCUPATIONS

SOME SIMPLE WOOD WORK.

BY N. M. PAIRPOINT.



PIECE of attractive wood work, which can be done in the schoolroom with very slight extra equipment, or that the boy with craftsmanship tastes can do at home with a few suggestions from the teacher, is found in paper knives and letter openers. This is a particularly useful problem for the big boy who is too old for the grade and needs some more advanced occupation to keep him busy.

The two objects are so nearly alike that the little point of difference often escapes notice. The paper knife being intended to pass between the leaves of a book, or sheets of paper that are to be cut, can be practically the same width the whole length of the blade. The letter opener must have a much sharper point, as there is often only a very small space at one corner of the envelope where it can be inserted.

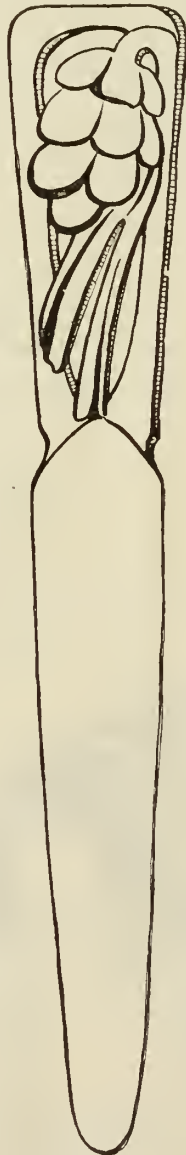
The letter opener is usually made much shorter than the paper knife, but not always.

For a beginner in the craft, a soft wood is easier to work than a very hard one, but the hard woods really make the nicer objects.

If a soft wood is used, white wood works easily and may be stained and decorated beautifully. Sweet gum is a very pleasant wood to work in, and is itself a good color. Maple or birch woods are strong and close grained, but harder to work. Perhaps satin or box woods are the best of all, as the grain is very close and they are both hard. The wood selected had better be determined by the amount of experience that has been had in the work.

Make the handle of both objects long enough to be held comfortably; four and a half inches is a good length for the paper knife, and the blade should balance easily when the knife is held.

If the whole knife is twelve inches long, it will be a useful size, but it can be made to suit individual tastes.

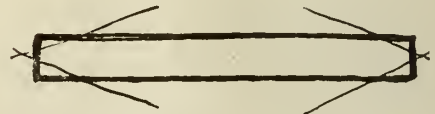
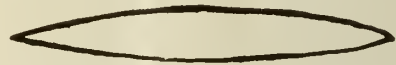


Select the form for variety of spacing and pleasing proportions.

If the knife is to be alike on both sides, fold a strip of paper in half and draw one half the form of the knife on one side, then while it is still folded cut along the lines, and when opened the true shape and size of the knife will be obtained.

The one illustrated is twelve inches long and two inches in the widest part, which is at the top of the handle. The handle will be four and a half inches long and separated from the blade by a curve on each side. It is to be decorated by a combination of fret sawing and simple carving with a veining tool.

In getting out the rough stock, allow an extra inch in length and half an inch in width. One-



Section of Knife Blade. Method of Whittling

quarter inch wood will be very suitable, and will only need smoothing very slightly with the plane, or, if it is in good condition, sandpapering alone will be sufficient.

Smooth one wide face, then plane a narrow edge and make it true and square, gauge for the greatest width, two and a half inches, and plane the second narrow edge to the line. The other wide face is to be finished, and both ends block planed, to make them true and square and the exact length of the knife.

The blade is much more delicate and attractive if it tapers in thickness from the handle to the point. Make the point one-eighth of an inch in thickness, and draw slanting lines from these points to where the upper end of the blade will be, then very carefully plane down to the lines on both sides.

Find the middle of one broad surface and draw a light line the whole length of the wood.

When the design is cut out of paper, adjust it on the wood very accurately with the crease exactly over the centre line that has been drawn. This pattern may be marked round and the design will be transferred to the wood.

The shape of the knife is to be cut out with a coping saw. These little saw blades break quite easily and as they are inexpensive it is best to

buy a dozen at a time; they cost about ten cents a dozen. When putting the saw in the frame have the teeth point downward.

The outline can be cut so accurately that it will only need to be sandpapered to remove any roughness left at the edges.

When the outline is finished, draw the design on for the decoration, and drill holes near the edge of the circle that is to be cut out with a gimlet bit, sometimes called a German bit, that is large enough to allow the saw to pass through it.

Remove the end of the saw blade from the top of the frame, pass it through one of the holes and replace in the frame. Cut out all the wood that is to be removed, being careful to keep the edges

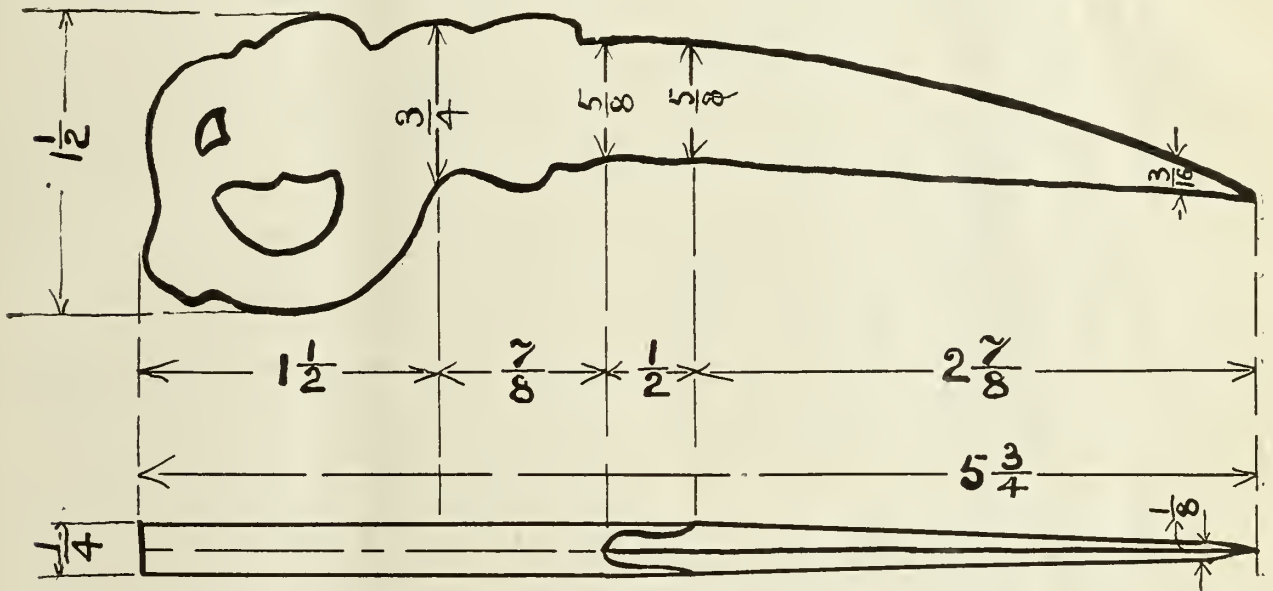
file, be sure that the edges of the wood are not rounded with it, as sharp edges are one of the signs of good workmanship in wood work.

The outlines of the pine cone and stem, and details of the pine needles, may be put in with a fine veining tool.

This should be held at an angle of about forty-five degrees with the wood, the handle in the right hand, and the fingers of the left resting on the steel of the tool to control it.

Fasten the wood to the bench or desk with one or two clamps while carving, and by always keeping both hands upon the tool there is no danger of cut fingers.

Move the veiner forward with a slightly oscillating movement rather than with great pressure



MAPLE.

quite vertical and to cut exactly on the lines.

When all the sawing is finished, mark the line just below where the handle ends, that will indicate where the curve of the blade is to begin, and draw a line with the marking gauge down the middle of each thin edge the whole length of the blade and round the end.

The blade had better be shaped with the knife. Whittle the corners off, making it eight-sided instead of four; then again take off each corner left, ending exactly on the lines down the sides, which are to be the cutting edges.

The whole blade can now be sandpapered to an even curve and sharp edges.

If any of the openings in the decoration of the handle are not quite true from the sawing, they may be made so with a small file. In using a

on the handle. Add all the needed detail in the decoration in this way.

When completed, the wood may be finished with English floor wax, applying several coats with a soft cloth, which will give very satisfactory results.

The letter-opener is developed in the same way, but as the design is not the same on both sides, it must be drawn out completely on the paper, not one-half only, trusting to cutting for the other side.

Prepare the wood, then trace or draw the design upon it, and cut out the outline with the coping saw. The blade of the opener is to be formed by whittling, finishing with sandpaper, and all the detail added with the veining tool.

If desired, the wood may be cut away slightly



from the edge of the leaf with a gouge so that the leaf will stand up, and if the workman has had sufficient practice, the centre of the leaf may be curved where it touches the acorn, also the stems at those points, again making a slight relief.

In doing this, select gouges that have about the curve that is desired on the leaf and work with the grain of the wood.

With a very little practice it will be found that with these simple means most artistic and beautiful results can be obtained.

TIMELY TOPICS.

NOT TWO CHINAS.



It does not seem now as if there are to be two Chinas,—a North and a South,—as some had thought and feared. The latest news is that the Manchu rulers have given up their hold on the Chinese throne, and have issued an edict that China is to be a republic. For several weeks there have been no battles between the two parties, and it is to be hoped that there will be no more war there. It will be a great lesson to the world if the Chinese shall be able to bring about so great a change by peaceful methods. And it will be as big a surprise to the other nations as anything that has happened in centuries. Meanwhile there is a terrible famine in some part of China, owing to the loss of crops by terrible floods. Between two and three millions of people are suffering from hunger, and thousands are dying. It is all very sad; but other nations are sending supplies as quickly as they can. The Red Cross Society is busy in this good work.

MR. RILEY RECOVERING.

A month ago we alluded to Mr. Riley's illness and the sympathy of his host of friends for him. Since then we have heard that he is very much improved, thanks to his new auto and his long rides in the open air. His right hand, of which he had lost the use, is so much better that he is able to lift it up and down, and he can move the fingers somewhat. He is more and more cheerful and happy with the coming of each new day. Another thing that must have made him happy was the sending him a gold medal by the American Academy of Arts and Letters for distinction in poetry. It was well deserved, for Mr. Riley has written many a poem that has touched the people's hearts. Let us all hope that the days of his writing are not over yet.

A ROYAL VISITOR.

The Duke of Connaught—an uncle of the king of England—has lately been paying the United States a visit, and has greatly enjoyed it. He is at present the governor-general of Canada, and he came to be the guest of Ambassador Reid. He went also to Washington to visit President Taft, and was graciously received at the White House. He looked in upon Congress, saw New York from the top of the high Metropolitan Tower, and went into the stock exchange, where the bulls and the bears cheered him to the echo. He had a great time, and he hopes to make another visit and see some other places in our great country.

A FINE SOUTHERN STATUE.

With the coming of April, and the abounding flowers of the Southland, South Carolina is to dedicate a beautiful statue in honor of Southern women. The people of the South have always been thought of as proud of their women. And this statue is to voice that honorable pride. The statue represents a beautiful woman seated in a chair, with an open book on her lap. Behind the chair stands an angel, with uplifted wings, placing a wreath of laurel on the figure's head, while at the side stand two little children with their hands full of laurel to lay at her feet. It is a pretty thought, and the unveiling of the monument in April next will bring thousands of the best people of the state to witness it.

A GOLD CRAZE IN MANITOBA.

Long, long ago there were people who guided their plans by consulting the insides of birds. And they have been doing just as silly a thing recently up in Manitoba. While dressing some chickens, grains of gold were found in the birds' crops. The people believed that there must be gold in the dirt in which the chickens had been scratching, and they madly began to stake out gold claims. The craze spread until, it is said, more than 8,000 claims were staked out. Then they sent for mining experts to come and examine the claims. These men reported that there was not enough gold there to pay for being worked. Then the bubble burst, and numbers of people had dropped a lot of money, and some of them all the little money they had. Henceforth these folks will not be likely to trust too much on what they may find in a chicken's crop.

FLOATING OF THE MAINE.

It was really a great piece of work that our United States engineers did in raising the Maine from deep in the mud of Havana harbor, where it had lain for years. They deserve credit for it, especially when many had thought of it as impossible. The other day the poor, broken, and battered hull was raised from the mud, and is now floating in the water of the harbor. The men are now waiting for the word from Washington as to what shall be done with the remains of the once proud battleship. It is believed that they will be ordered to take her out to deep water, and there bury her far away and forever from human sight. It will be in one sense a pathetic burial; but it will be the best thing to do.

FAREWELL, MR. HAWK!

On the clock-tower of the post-office department in Washington hundreds of pigeons have

FRIDAY AFTERNOONS.

The Month of March.

PLAY, wind, play;
 It is a cold March day,
 There is sunshine all about,
 And troops of children now run out.
 Play, wind, play!

Blow, wind, blow!
 Though hats a-rolling go;
 For we don't mind if you are bold
 And sting our cheeks and ears with cold.
 Blow, wind, blow!

Race, wind, race!
 Give us a merry chase,
 All helter-skelter down the street;
 Ho! you're a playmate strong and fleet.
 Race, wind, race!

Sing, wind, sing!
 And make the branches swing.
 Pick out your very gayest tune,
 We'll dance to it this afternoon.
 Sing, wind, sing!

—Youth's Companion.

A Bedtime Song.

I.

WHEN the twilight steals apace,
 Then it's bedtime, dearie;
 When the great sun hides his face,
 Then it's bedtime, dearie.
 When the birds have sought the eaves,
 When the night-winds kiss the leaves,
 When the sandman winds and weaves
 Mystic spells
 O'er hills and dells,
 Then it's bedtime, dearie.

II.

When the lamps have lit the room,
 Then it's bedtime, dearie;
 When the crickets bring the gloom,
 Then it's bedtime, dearie.
 When the sleepy dream-boat takes
 You o'er bulo-lands and lakes,
 When the good-night song awakes
 Guarding eyes
 From out the skies,
 Then it's bedtime, dearie.

REFRAIN.

Bedtime, dearie, then away,
 Tired from the long, long day,
 Sleep, my dearie.
 Close your little wond'ring eyes,
 God will watch you from the skies,
 Sleep, my dearie.

—Joe Cone, in Boston Herald.

Pippa's Song.

BY ROBERT BROWNING.

The year's at the spring
 And day's at the morn;
 Morning's at seven;
 The hillside's dew-pearled;
 The lark's on the wing;
 The snail's on the thorn;
 God's in His heaven—
 All's right with the world.

Trees I'll Plant.

[Recitation for three children.]

First child.—

Because I love the robins well,
 I'll plant a cherry tree;
 Then when farmers roughly scold,
 They'll come and live with me.

Second child.—

Because I love the pretty squirrels
 So frisky and so gay,
 I'll many nut trees plant around,
 Then they'll come near to play.

Third child.—

Because I love the shady spots
 That leafy limbs can make,
 A dozen trees I'll plant each year
 Just for their own sweet sake.

Together.—

Because we love the whole wide world
 And every living thing,
 We'll plant, and bless, and keep the trees
 For all the good they bring.

—Lettie Sterling.

How They Talk.

BUZZ, buzz," said the Fly,
 As he flew swiftly by;
 "Hum, hum," said the Bee,
 "Better not stop me."

"Coo, coo," said the Dove,
 From his house above;
 "Caw, caw," said the Crow,
 To the cornfield below.

The Dog said: "Bow, wow";
 "Moo, moo," said the Cow;
 "Mew, mew," said the Cat;
 "I squeal," said the Rat.

"Peep, peep," said the Chick,
 As it picked up a crumb;
 "Cluck, cluck," said the Hen;
 "Chirp, chirp," said the Wren;
 But the fish were all dumb.

Said the Goose: "I hiss";
 Said the Snake: "I hiss";
 But the Lark on the wing
 Said: "I sing, I sing!"

"Baa, baa," said the Sheep,
 As she heard her lamb bleat;
 "Quack, quack," said the Duck,
 "I am always in luck";
 "Croak, croak," said the Frog;
 "Grunt, grunt," said the Hog.

Said the Lion: "I roar
 As you never heard before";
 Said the horse: "I neigh";
 Said the donkey: "I bray."

Said the eagle: "As I fly
 Very high in the sky,
 But a dot I seem,
 Yet you hear me scream."

Then a little boy said,
 As he held up his head
 Above the beasts that were there.
 And the fowls of the air:—

"I laugh and I cry,
I weep and I sigh;
And I can speak words,
Which cannot be done
By the beasts or the birds.

"Above all, more than they,
I can think what I say;
And can know what belong
To the right and the wrong."
—Selected.

March.

LITTLE month of March to his mother said one day,
"If I'll be a good boy, may I go out to play?"
"Yes, if you'll be gentle and sing a pretty song,
Keeping out of mischief, you may march along."

Mamma brought his mittens, overcoat, and cap,
Wound a woolen muffler around the little chap.
March climbed on the housetop, meaning to be good;
Ate a big, long icicle, for simply cooling food.

A fellow must amuse himself—how, he didn't know.
Then March blew down the chimney as hard as he could
blow!
What a puff of smoke came into the frying pan!
Pussy humped up her back and spat, and outdoors ran.

April in her cradle, tiniest baby girl,
Was truly lifted off the floor with a whisk and whirl.
Grandma's cap flew off her head, ashes strewed the floor;
Little month of March laughed till he could laugh no
more.

Turned a dozen somersaults, piled the snow like sheaves,
Dashed a row of icicles off the cottage eaves.
Little month of March had his frolic—Oh, but pray,
If asked about the mischief, what will he have to say?

Oh, you pussy willow,
Pretty little thing!
Coming with the sunshine
Of the early spring;
Tell me, tell me, pussy,
For I want to know,
Where it is you come from,
How it is you grow.

How to Help.

(Authorship Unknown.)

TO have willing feet,
A smile that is sweet,
A kind, pleasant word for all that you meet,
That's what it is to be helpful!

In a mild, gentle way,
To help through the day,
To make some one happy in work or in play,
That's what it is to be helpful!

"Be kind and gentle
To those who are old;
For kindness is dearer
And better than gold."

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EDUCATIONAL NUGGETS

"**T**HE powers of expression by delineation and construction are trained by the reciprocal instruction in drawing and in constructive work. Drawing lies at the basis of all manual training, and is to be taught in every grade as a means of expression of thought."—Nicholas Murray Butler.

PENCILS are made for all kinds of drawing work—hard grades for line work, and large soft leads for shading effects. The DIXON COMPANY have recently placed on the market a pencil known as Dixon's Manual Training, which is intended for the work implied in its name. A sample will be sent on receipt of 4 cents in stamps, to any teacher who is interested.

JOSEPH DIXON CRUCIBLE COMPANY,
JERSEY CITY, N. J.

Book Table.

THOUGHTS ON EDUCATION.

From Matthew Arnold. Edited by Leonard Huxley. New York: The Macmillan Company. Cloth. 292 pp. Price, \$1.50.

Matthew Arnold's writings have done a great deal to bring the cause of education before the public. Through his writings and his happy ability to phrase thoughts attractively he has accomplished more in stirring up an interest in schools among the reading people of the community than almost any of the men who have been hard at work on definite and vital problems of education. This he has accomplished in part by his general essays, which never fail to proclaim the crying need for more widespread culture. In these essays the ideals that form the educational goal are set forth not in isolation, but as intimately connected with the social and political movements of the times. But all this general instruction of his readers was backed up by his technical work as inspector of schools, his foreign reports upon schools and universities, and his domestic reports on the English schools which it was his duty to inspect yearly. In editing this selection from Arnold's work in a convenient form Mr. Huxley has included passages of a particular and professional character dealing with the state of schools at certain periods of the nineteenth century, as well as others of wider and less technical bearing. Passages from his essays which criticize and discuss literature are included to give an idea of the kind of poetry recommended by the "apostle of culture" as possessing the highest formative power. This collection is arranged in an approximate chronological order with the intention of showing how Matthew Arnold's views developed. The collection is in no way exhaustive, but it includes passages from a surprisingly large number of reports, letters, and essays. It might have been just as well to give fewer selections and thus have been able to give longer quotations with the obvious advantages of context. As it stands the volume may serve as an excellent reference book, and there is pleasure and instruction to be had from reading random passages at short sittings.

A MODERN SPELLER. By Therese Townsend, assistant superintendent, and Margaret Strohan, principal, Grand Rapids, Michigan. New York: Newson & Co. Cloth. 154 pp.

There was never a keener demand for a speller than to-day, and there was never such sharp discrimination in the selection of a speller, and there has been no more skilfully made speller than this "Modern Speller," made by the assistant superintendent and principal of Grand Rapids, where the spelling is extra good. The authors call attention to a vital error in the schools when they say that it is generally to the spelling lessons that the teacher gives the least time and thought, and it is a subject to which they should give much time and thought, for it is of supreme importance that they teach spelling skilfully. A full eight-grade course of spelling is provided in this book. The three "parts" grade the work

admirably. Part One is for grades three and four; Part Two for grades five and six; Part Three for grades seven and eight. This is as close grading as is ordinarily feasible. Spelling before the third grade must be incidental to the reading lesson. The book is as valuable for its eliminations as for its contents. The authors have studied most skilfully to make a book that will help every teacher to teach every child to spell as well as school teaching can help him to spell. It is a most valuable speller for every kind of a school.

THE CARROLL AND BROOKS READERS. Eight-book Series. For sixth grade, for seventh grade. By Clarence F. Carroll and Sarah C. Brooks. New York: D. Appleton & Co. Cloth. Illustrated.

We have often joined others in praise of the old "American First Class Book" and "National First Reader." "Matchless!" we have all said. "Nothing like them any more!" but here are Readers for sixth and seventh grades that are indeed matchless. Here are 110 selections, every one a classic or selected from a classic, every one captivating in style, and inspiring or informing. It does seem as though nothing had been left out that one would care to have in.

Just a personal word—editorial: The books reached me in Seattle just as I was taking the train eastward, and I read them, almost literally every word in them, and I know not where between the covers of two books it would have been possible to find so much that was so refreshing, so stimulating, so every way delightful as in the sixth and seventh grade books of the Carroll and Brooks Readers. They are literally the best books for a holiday gift I know, and for school—they will make a holiday of any hour they are used in school.

FIRST JOURNEYS IN NUMBERLAND. By Ada Van Stone Harris and Lillian McLean Waldo. Illustrated by Frederick Richardson. Chicago and New York: Scott, Foresman & Co. Cloth.

This is a vitally helpful book for first and second grade children. It is on a new line, is an entirely new scheme, and no one can possibly object to children's using such a number book as this in the lower grades. As the name suggests, it is merely "Numberland" for the children. There is no strain at any point. There is nothing forced, unnatural, or artificial. There is nothing that the children would not like to do. Comparisons, measurements, coins, counting, grouping, making, buying, selling, number stories, number games, telling time, drawing, and other things that use small numbers and simple fractions. It is superbly beautiful with everything else.

METHODS IN ARITHMETIC.

By John H. Walsh, associate superintendent, New York city. Boston, New York, and Chicago: D. C. Heath & Co. Cloth. 395 pp. Price, \$1.25.

This is an exceedingly important book. It is a book we long have sought. This paragraph written by

the author as the keynote of the book is brilliantly suggestive:—

"Believing that some of the unsatisfactory results in arithmetic are due to over-zealous teachers who think that there can be no merit in doing things in the direct and obvious way, and that children derive some peculiar benefit by being required to perform their tasks in a manner that is considered pedagogical because it is roundabout and difficult, the following pages are intended to show the simplest way of teaching arithmetic, and that the simplest way is the most scientific one."

That is a remarkably illuminating sentence. Here is another paragraph equally attractive and characteristic of the entire spirit of the book:—

"The young teacher does not always make a distinction between the instruction in the subject matter he receives in the normal school and the method he is taught to follow in teaching it in the elementary school. In order that he may be well grounded in arithmetic, he receives special instruction in its science; but he sometimes fails to separate this course in arithmetic from the accompanying one in methods. In this way there has arisen a tendency to inflict upon young children an explanation of the reasons underlying the different processes, instead of drilling them in the art of manipulating numbers. This book lays particular emphasis upon the futility of all such attempts, and the consequent waste of time. In the methods suggested for the early lessons the object is to enable the pupils to become proficient in addition by adding, and not by talking about it."

It is impossible in a book notice like this to speak adequately of special features, but the chapters on bank discount and business forms and usages are of surpassing merit.

DUTTON'S LITTLE STORIES OF ENGLAND. By Maude Barrows Dutton, author of "Little Stories of France," "Little Stories of Germany," etc. New York, Cincinnati, and Chicago: American Book Company. Cloth. 256 pp., with illustrations. Price, 40 cents.

History by indirection, since the days of Charles Dickens, whose "Child's History of England" was one of his masterpieces, has been highly popular, but nowhere has the principle been utilized more skilfully than by Maude Barrows Dutton in her "Little Stories of England." Her book for supplementary reading in the upper grammar grades is the latest addition to the well-known and popular series of Eclectic Readings. The subjects of the stories are men and women who have been prominent in the development of the English race, not only in politics and war, but also in literature and art. The stories, which are told in simple language, are short enough not to weary the child, and are arranged in chronological order. The book forms a good basis for the study of English history, and gives young folks in some respects a better idea of the English people and their achievements and characteristics than could be gained from the study of a formal text-book, and they are not likely to study a formal text-book in English history.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received not later than the fifteenth of the month.

MEETINGS TO BE HELD.

March 8, 9: Southern Wisconsin Teachers' Association, Madison; president, Superintendent Clough of Portage.

March 13, 14, 15: Central California Teachers' Association, Fresno.

March 14, 15, 16: Northeastern Minnesota Association, Duluth.

March 19-22: Music Supervisors' National Conference, Planters Hotel, St. Louis; president, C. A. Fullerton, Cedar Falls, Iowa.

March 22, 23: North Central Association of Colleges and Secondary Schools, Chicago; secretary, Thomas Arkle Clark.

March 27, 28, 29: West Central Nebraska Educational Association, Kearney; president, L. A. Quivey, Cozad.

March 27, 28, 29: Central Nebraska Teachers' Association, Aurora; president, Roy E. Cochran, Kearney.

March 27, 28, 29: Southeastern Nebraska Educational Association, Beatrice; president, A. H. Stanley, Superior.

March 27-29: Southwestern Nebraska Teachers' Association, McCook; president, Superintendent C. F. White, Trenton.

March 28, 29, 30: State Teachers' Association of South Carolina; secretary, W. H. Jones, Columbia.

March 28, 29, 30: East Central Nebraska Teachers' Association, Fremont; Mrs. E. B. Williams, Wahoo, secretary.

March 29-30: Annual meeting Wisconsin City Superintendents and Supervising Principals, Hotel Pfister, Milwaukee; president, Superintendent B. E. Nelson, Racine.

April 3, 4, 5, 6: Spokane (Wash.) Inland Empire Association; president, C. A. Duniway, Missoula, Mont.

April 3, 4, 5: Southern Educational Conference, Nashville, Tenn.

April 4-6: Southeast Iowa Teachers' Association, Grinnell; president, Cap E. Miller, Sigourney.

April 4, 5, 6, 1912: Alabama Educational Association, Birmingham; president, D. R. Murphy.

April 5, 6: Northwest Nebraska Teachers' Association, Chadron; president, Superintendent H. H. Reimund, Crawford.

April 4, 5, 6: North Platte Valley (Nebraska) Teachers' Association, Bridgeport; president, Superintendent W. L. Greenslit, Scottsbluff.

April 19, 20: Central Missouri Association, Warrensburg, Mo.; secretary, T. R. Luckett, Sedalia.

April 26: Annual meeting of Fairfield County Teachers' Association, Bridgeport, Conn.; president, William B. Kelsey.

May 2, 3, 4: Mississippi Teachers' Association, Gulfport; president, Dr. D. C. Hall.

May 8, 9, 10: Eastern Art and Manual Training Teachers' Association annual meeting, Baltimore, Md.; president, C. Valentine Kirby, Buffalo, N. Y.

June 12-19: Thirty-ninth conference of the National Conference of Charities and Correction, Cleveland, O.; Alexander Johnson, Angola, Ind., general secretary.

June 24, 25, 26, 27: Catholic Educational Association ninth annual meeting, Pittsburgh, Pa.; secretary-general, Rev. Francis W. Howard, Columbus, Ohio.

June 25, 26, 27: Kentucky Educational Association, Louisville.

July 2-5: American Institute of Instruction, North Conway, N. H.; president, C. T. C. Whitcomb, Brockton, Mass.; secretary, Wendell A. Mowry, Central Falls, R. I.

NEW ENGLAND STATES.

MAINE.

Maine has been making notable strides in education since the election of Payson Smith as state superintendent. The salaries of women teachers the state over have been advanced on the average \$60 a year in three years. Teachers are much more scholarly and professional.

ST. ALBANS. The Pine Tree state is justly proud of the part she plays in the world outside. This quiet little town boasts of her influence in Rhode Island. Irving O. Winslow, assistant superintendent of Providence, a native of this town, was sent from this county—Somerset—to the state senate, where he was chairman of the legislative committee on education. A brilliant political career was prophesied for him when he went to Providence into school work.

MASSACHUSETTS.

BOSTON. The Massachusetts Schoolmasters' Club, to the number of nearly 100, met at the City Club recently with Superintendent Stratton D. Brooks presiding. President Murlin of Boston University made a courageous comparison of higher education in the West and the East, the conclusion of the whole matter being that the pace of the last fifteen years in the West, if maintained, will cause the universities of the East to broaden their vision and intensify their activity. Superintendent James H. Van Sickle in his first appearance before the club gave a quiet presentation of the most progressive ideals in regard to the duty of the school to the exceptionally bright boys and girls.

The morning session of the Massachusetts Superintendents' Association meeting here recently was a most illuminating demonstration of the way in which school administration in Massachusetts is loosening up. Each of the seven speakers gave a graphic exposition of the transformation in his city from the traditional iron-clad system to the latest ways and means of meeting exceptional children. The plan in Newton was

presented by Principal Samuel B. Paul of the Mason school. Superintendent Clarence H. Dempsey of Malden described their flexible grading and individual promotion program. Superintendent Parlin outlined the new plan in Cambridge. Superintendent Nickerson of Medford described the advantages they had derived in Medford from the summer school work of the last two years. In these schools pupils can make up a lost grade, and ambitious pupils can advance an extra grade by summer work. Superintendent Clark of Somerville told how the difficulties which are always met in establishing the semi-annual promotion system were overcome in Somerville. Superintendent Van Sickle of Springfield outlined the provisions for exceptional children in his city. In the afternoon Ernst Hermann, director of physical education in Cambridge, gave "a working scheme for physical education in the public schools."

The unusually effective work which has been done in the Cambridge schools under his direction has gained wide recognition. He has imported ideas which are bound to make the work of teaching easier, because under his plan children are in fine physical condition, and mental fatigue scarcely finds a place in the schoolroom. His plans for play and exercise are simple and require little expensive preparation, and they prove very practical. For next year the officers of the association are: President, O. A. Morton of Marlboro; vice-president, Fairfield Whitney of Everett; secretary and treasurer, W. F. Sims of Saugus.

Boston University is already doing large and admirable things for the teachers of public schools in Boston and vicinity, but even more is to be offered. More courses in music, the drama, and English will be given, and these may, in some instances, count towards a degree.

MALDEN. The annual report of the superintendent of schools, C. H. Dempsey, states that there are two half years of review work in the double promotion system as it now stands which may be dropped when the committee is ready to reduce the nine-year elementary term to eight years. Other recommendations of the superintendent are for an assistant teacher in every building of over four rooms to help individual pupils and groups where it is desirable, for two more special classes for retarded and defective children, and for more attention to the vocational side of instruction in manual training, domestic science, applied courses, and special evening classes.

FITCHBURG. There was no opposition in the school committee when the question of increasing the maximum salary limit for elementary school teachers came up. The maximum was raised from \$680 to \$720.

MIDDLE ATLANTIC STATES.

NEW JERSEY.

JERSEY CITY. Miss Cornelia Bradford, head worker of the Whit-
tier House, Jersey City, the largest social settlement in New Jersey, has been appointed a member of Jersey City's new board of education. She is the city's first woman member of

the school board. Other members of the board were appointed as follows: George G. Tennant, Joseph E. Bernstein, Henry Bornemann, William Gotthardt, Robert M. Brennan, Patrick Flannery, Dr. O. R. Blanchard, and Morris Fox. All excepting Miss Bradford and Mr. Bernstein were members of last year's board. Miss Bradford established the Whittier House settlement eighteen years ago. She had previously been engaged in social settlement work at the Mansfield House, East London, England. When she located in Jersey City she lived in a furnished apartment house for four months, after which she moved into the Whittier House at 174 Grand street. At that time she had a \$10 bill and three articles of furniture. The social settlement property now consists of the original Whittier House, a former private mansion, and a fine brick building connected with it. The settlement owns both buildings. Miss Bradford collected \$20,000 for the work last winter, and the settlement is free from debt. Every week 2,500 persons visit the Whittier House. There are about fifty clubs and departments connected with the work. The governing board is made up of young men who as boys enjoyed the privileges of the settlement when Miss Bradford established it.

NEW YORK.

NEW YORK CITY. "Appreciation Day" is an annual holiday for the children in the Washington Irving high school, but not a holiday such as is generally understood by American school children. It is a day when the Washington Irving girls express their thanks to their teachers, superintendents, officers, school commissioners, and friends by inviting them all to a festival. This year it took the form of a pageant of great size and splendor—"Ye Simple Schoolgirl Play—Rip Van Winkle's Dream."

Associate Superintendent Edward B. Shallow has questioned the value of the work done by the Census Bureau and especially the bureau's recommendation of a bill providing that attendance officers should be transferred from the board of education to the Census Bureau—a body in no way officially connected with the board of education—and that a police force also be given the bureau. A school census once in three years should be sufficient, and it would cost but \$15,000 each time, according to Associate Superintendent Shallow, who goes on to say in an interview with the New York Sun:—

"What is the net result of the work of the permanent census board up to date? It has found a few non-attendants and left them where they were found; it has found (mirabile dictu!) a few cripples, a few blind children, a few anemias, a few negligent parents (and left them in their negligence), a few immigrants careless of their children's education, and reported the names to the attendance officers of the board of education—all of which work could be done better by an adequate force of attendance officers, and it would not cost the city \$97,000 additional each year. Since September last—five months—the permanent census board has sent to our officers about 300 cases per month, which

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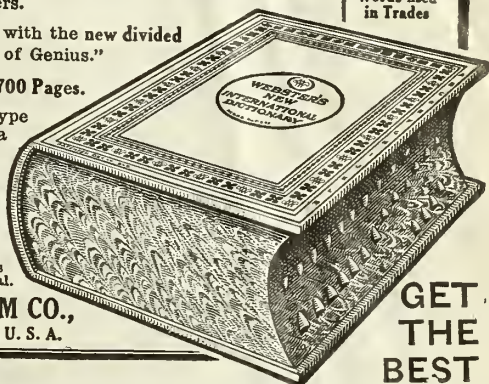
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shows that the wheels are moving very slowly, and excuses for further existence of the census bureau must be devised."

WEST VIRGINIA.

FAIRMONT. Fairmont recently voted \$140,000 in bonds for the erection of one large ward school building, and for enlarging and modernizing four other buildings. Domestic science was put in the high school last year, and manual training this year. Manual training and domestic science have been installed in the colored school with modern equipment. When the improvements now provided for have been completed this city will have one of the best equipped public school systems in the country. This development has taken place under the administration of Joseph Rosier, who has been superintendent for the past twelve years, and is one of the older superintendents of the state in point of service in one position.

PENNSYLVANIA.

PITTSBURGH. Edward Rynearson, director of high schools, has gotten together a little manual setting forth the work and activities of the high school. It is an attractive pamphlet, and should prove most useful to parents and pupils in planning school work.

The vacancy in the superintendency here has at last been filled by the election of S. L. Heeter of St. Paul to serve a four-year term at a salary of \$9,000 per annum. Mr. Heeter was born in North Manchester, Indiana, in 1870; he graduated from the Indiana Normal school and the University of Chicago, served for twelve years as a grade teacher, high school principal, and superintendent in his home state, was assistant superintendent under C. M. Jordan in Minneapolis for two years, and he is now finishing out his sixth year as superintendent of the St. Paul schools.

His special interest has always been in the grammar grades, but the list of innovations in the other departments in the St. Paul schools under his regime is a long one—the simultaneous construction of four modern high schools at a cost of \$1,500,000, construction of many elementary schools to meet adequately the demands of the growing city, installation of modern heating, ventilating, plumbing, cleaning, and drinking apparatus; establishment of a parental school and detention home for chronic truants and delinquents; elementary industrial schools for young boys who are preparing to go to work; part-time continuation schools on a small scale; thoroughly organized vacation schools; school gardens; summer high and grammar schools; medical inspection; school nurses; ungraded rooms; rooms for backward pupils; evening schools;—in fact almost every feature of the modern cosmopolitan school system has been tried under Mr. Heeter's direction. Citizens of Pittsburgh consider themselves fortunate in the choice of their new superintendent. He will begin his work here on March 1.

HAZLETON. The fresh-air school here has been established just a year. Its success has been complete. Sixty children have been admitted during the year, and twenty have been discharged to re-enter the regular schools. The school is provided by the school district for tuberculosis children because such children are not allowed under the state law to attend regular public schools. The Anti-Tuberculosis Society women have provided the warm outer garments, hot drinks, and porridge, while the state provides milk for children whose parents are too poor to supply it. Superintendent Harman says that through this school the disease is in almost all cases arrested and practically cured. The entire community is interested in the school, and is giving it hearty support.

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CENTRAL STATES.

ILLINOIS.

CHICAGO. The president of the Chicago board of education, James B. McPetrick, made some interesting suggestions for part-time school work in his recent inaugural address. He thinks it would work well to have teachers recommend pupils who on graduating from grammar school should get some high school work. Some arrangement could possibly be made whereby these pupils who could not afford to give up all their time to schooling might spend half a day in the school and the other half of the day at work, thereby getting in four years a two years' high school course. An outcome of his plan might be a system of scholarships for deserving children in the grammar and high schools, such as has been proposed in England and in one of the United States.

The section on continuation schools of home making offered these resolutions at the last annual meeting of the American Association for the Study and Prevention of Infant Mortality, which met here last November, and they were unanimously adopted:—

"Be it resolved that the American Association for Study and Prevention of Infant Mortality petition each state board of education to appoint a commission on continuation schools of home making, to consist of men and women technically qualified in home economics, sociology, school administration, and medicine, to

study conditions and needs in the state, and to report efficient plans for meeting them through such continuation schools or classes.

"Resolved, that such schools should be conducted wherever possible in model houses or flats, in addition to classroom work; that care of infants, children, and the sick be practiced in connection with homes, day nurseries, asylums, hospitals, kindergartens, visiting nurses, children's summer outings, or in other practical ways.

"Resolved, that special effort be made to create day continuation schools, as well as or in preference to evening schools, and also to secure co-operation of employers in arrangements for part-time schools.

"Resolved, that the association be requested to continue the discussion of this topic at a future meeting."

CHARLESTON. Dr. Lotus D. Coffman, superintendent of the training department of the Eastern Illinois State Normal school here and author of the "Social Composition of the Teaching Population," has accepted a lectureship in education at the University of Illinois. He will remain at the normal school for the rest of this year.

SPRINGFIELD. A commendable movement was set on foot at the State Teachers' Association meeting held here late in December and a movement which would bring Illinois into line with several other states. The plan was for a reorganization of the state association so that all the various teachers' associations in the state might be closely bound to-

gether. The State Association meeting would necessarily be divided up into several sections. It is also suggested that a bulletin under the name of the "Illinois Teacher" be issued by the association, not to serve the purposes of a school journal, but in the form of a news letter "containing accounts of forward movements, things done, and things yet to be done."

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MISSOURI.

KIRKSVILLE. The last bulletin of the First District Normal school here on the subject of farm and household economics demonstrates the new fields for the activities of normal schools,—education for service it is styled in the bulletin. It is proposed to curtail in this normal school the old courses in botany for botany's sake, in chemistry for chemistry's sake, in zoology for zoology's sake. Botany for practical purposes becomes a division of farm and garden crops. Chemistry takes practical form in a study of commercial products, permanent soil fertility, and food values. Biology turns itself into a concrete study of practical bacteriology; it reaches all the way from the yeast in the bread to the disease-breeding germ in the well water and the food. The old course in physiology becomes a part of a course on sanitation, and so on. A half dozen departments can be combined under the one enlarged utilitarian department of farm and household economics. One season's experience at the school gives grounds for belief that the experiment will prove successful. The bulletin is most instructive with its descriptive text and pictures.

MINNESOTA.

MINNEAPOLIS. One of the changes at the State University which reminds one of the presence of the vigorous president at the institution is the idea of vocational guidance for students. In the college the students are to be divided into groups according to the vocations they intend to adopt. At the head of each group there will be a dean to advise and to help the students to employment after graduation.

"Public schools teach the way to happy marriages" was the way one of the Minneapolis dailies headlined the work of the domestic science classes in the Seward school. The way to happy marriages was good cooking. In January a luncheon was served by the girls in the eighth grade to the school directors and Superintendent Jordan. The following menu card gives the cost of the dinner per guest and shows that economy and delicacy and simplicity are the features of the instruction under Miss Ida M. Robinson: Potage a la Rheune, three-quarters of a cent; croquettes, two and a half cents; potato baskets, one and one-fourth cents; buttered carrots, three-fourths of a cent; fruit salad, three and three-fourths cents; cheese straws, one cent; angel food, two cents; lemon pudding, one cent; coffee, one cent; cream, one-half cent; sugar, one-fourth of a cent; almonds, two cents; rolls, three-eighths of a cent; butter, one and one-fourth cents.

INDIANA.

SOUTH BEND. The January number of the South Bend School Bulletin is devoted to an exposition of the requirements and opportunities of the city high school. Such a statement as this paper gives should be in the hands of all parents who intend, or should intend, that their children continue in school after the elementary grades are finished.

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Timely Topics.

[Continued from page 272.]

long made their home. For a long time a hawk had made almost daily visits, and made a meal off one or more of the doves, sometimes carrying away one for a dessert. That hawk has long been decreed to death for his contemptible work, but he was so cunning that nobody could get a shot at him. But the other day the janitor got a bead on him, and killed him. Mr. Hawk may now be seen on Mr. Hitchcock's desk, while the doves are soaring safely about the tower relieved of one bloodthirsty enemy.

QUESTIONS.

1. Where is China? 2. What has been happening there? 3. What have the Manchus done? 4. What kind of government is China to have? 5. What caused the famine there? 6. How many people are starving? 7. Who is helping them? 8. What is the Red Cross Society for?

1. Is Mr. Riley better? 2. How much better? 3. What helped him to be better? 4. What was sent him the other day? 5. Who sent it? 6. Why? 7. Why is he called "The Hoosier Poet?"

1. Who is the Duke of Connaught? 2. What relation is he to England's King? 3. Where is he living at present? 4. Whom did he visit in New York? 5. In Washington? 6. Did he enjoy his visit?

1. Why do people put up a statue? 2. What southern state is putting up one? 3. What for? 4. Describe the figure. 5. And the angel behind her. 6. And the little children. 7. When is the statue to be unveiled?

1. How were ancient people guided in their plans? 2. What did some Manitoba people find in chickens' crops? 3. What then did they do? 4. How many claims were staked out? 5. How did it all turn out?

1. Is it hard to raise a sunken battleship? 2. What one has been raised? 3. Where was it? 4. What is likely to be done with the Maine? 5. Who is to say what shall be done?

1. What birds gather on a clock-tower in Washington? 2. What other bird used to visit the doves? 3.

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For what purpose? 4. Was he a cunning fellow? 5. Did he come once too often? 6. What happened to him? 7. On whose desk is he now?
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Figg—"Opportunities do not linger."

Pogg—"No; generally when an opportunity arises it is about to take its leave."

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Good Language

Purity of speech means something more than the omission of vulgar phrases that ought not to be used by any self-respecting person. A young girl should carefully avoid falling into slangy or careless modes of speech. You can shut your eyes and tell whether the woman next to you is a lady (or, should I say a gentleman?) by listening to her conversation. There has been in recent years a reaction against the word "lady," because it has often been misapplied. There is really no reason why we should not use it in describing an attractive, polite, and agreeable woman.

A charming writer has given the definition of lady as woman in a high state of civilization.

I am sure you prefer to be considered highly civilized to being thought savage and barbarians.

When a girl says: "Gee whiz," "It was something fierce," or "You're up against it," you need nothing more to convince you that she may be good-hearted and well-meaning, but—

Nobody wants to be stamped as common. To say to any one that she is kind-hearted, good-natured, willing to serve a friend, and that she honestly pays her way, is to say that she is a respectable member of society; but to add to this that she is common and ordinary is to indicate a fatal defect.

Purity of speech requires the omission of slang and silly superfluous phrases. The latter, while perhaps not profane, are often not refined, and show that one's associations have been with ill-bred persons.

To think before you speak is an excellent rule.

You should make up your mind

once for all to use only grammatical words and phrases to represent the thing you mean to say. Never say "hadn't ought" or "ain't," or use a singular verb with a plural noun.

Most girls have gone through the grammar school, if not further, and they have been taught what is right and what is wrong in framing sentences in English.

Vocabulary is another matter.

We acquire a good stock of words for daily use, a working vocabulary; that is, partly by our own pains and care, and partly by listening to others who use good language and partly by every day reading a few pages in a book that is worth attention.

No matter how busy one is, she should try to keep one good book on hand and read it through, page by page, although to do so may occupy several weeks. More than most people think they enrich their vocabulary by regularly attending church services. The habit of listening to sermons does more for you than its first object, which is to lift the mind into an atmosphere of devotion.

It adds little by little to your treasury of beautiful and well-chosen words.—New York Evening Telegram.

Three Remarkable Women

In the Woman's Home Companion there is an article entitled "Three Interesting Women." Each of these women in her distinct field is accomplishing something big and fine. One, Helen M. Gould, has enormous wealth and her cheerful philanthropies have no strings tied to them; another, Kathleen Norris, is the author of "Mother," one of the year's

great fiction successes. The third, Minnie Maddern Fiske, is both an actress and a manager of great courage and ability. Of Helen Gould the author says in part:—

"Miss Gould brings gifts, she doesn't send them. She loves humanity, not in the abstract and at a distance, but close at hand. When the firemen of New York voted her their characteristic present, a fire-line badge, it was not so much because of generous financial aid as in recognition of the fact that, at the time of the terrible Windsor hotel fire, she, first of all the neighboring residents, threw open her doors and converted her beautiful Fifth avenue mansion into an emergency hospital. When the veterans of the Spanish war gave the marching salute as they saw her face at her window, it was not by way of acknowledgement of a check for \$100,000 to the war department, or of another \$25,000 to the Woman's Relief Association, or even of many smaller gifts to save the families of soldiers from want, but in recognition of personal visits to Camp Wikoff and the car-loads of fruits and medical supplies that followed them. Admiral Dewey has said: 'If the men on the American battleships had their way, there would be a statue of Helen Gould on every fighting craft that flies the Stars and Stripes.'

"Miss Gould is a small, dark-haired, sweet-faced young woman, addicted to quiet, tailor-made gowns of black or gray. She has an easy, vivacious manner and a girlish laugh, is fond of horseback riding—and is afraid of thunder. She is rather pleasantly old-fashioned. There is nothing new or startling in her earnest phrase, 'I want to be of use in the world'; but she has at least lived

and worked in accordance with that simple ambition, and has learned for herself that 'The more one tries to help others, the more one loves to do it.'

Changes at Tom Brown's School

Louis Rhead, the artist who spent the summer in Rugby making drawings for the new edition of "Tom Brown's School Days" which he has illustrated, notes some new customs of the school and others that have fallen into disuse since Tom Brown's days. Nowadays, "if a boy is in his first term, he must keep his hands out of his pockets. If you see a boy with one hand in, he will perhaps be in the second term; after that both may be put into the pockets. The duties of fags are less irksome than they once were. The old 'tuck shops' have been replaced by expensive pastry and fruit stores. No longer do the boys go down to the 'Planks and Swifts' on the River Avon; a well-appointed swimming bath is quite near in the close. New boys are no longer cloddish, clobbered, or chaired. According to old documents and prints, the boys in early days wore white ducks, short or Eton jackets, and tall hats. To-day the jacket for the small boy is longer or what is known as the Marlborough jacket, over which is worn the broad white collar, and the bigger boys wear a cutaway. All are in black, including the tall hat, which is worn at the present time by young and old on Sundays only."—Harper's Weekly.

The World of Dickens

People may or may not like Dickens's books, and there are plenty of both classes, but no one can escape him. The countless characters he created have become part of the make-up of our minds and expression, and he is incorporated in the language. Who is there that has not heard of "Little Nell," of "Traddles," of "Scrooge," or "Squeers," or "Bill Sikes," and "Mr. Micawber," and "Uriah Heap"? Why, we know them as well as we know the people whom we meet every day; better, for that matter, since they have become types by which we measure the living world. To call a man a "Pecksniff" is to label him pretty clearly, and even inanimate things, like the "Old Curiosity Shop," have given their name and character to numberless followers. No, we can't escape from Dickens, even if we want to. The world he made has come to be a part of the world we all live in; we use the names he used, and speak the phrases in our every-day intercourse; in fact, it is hard to think of a world with all the Dickens characters left out of it.—From Hildegard Hawthorne's "Books and Reading," in St. Nicholas.

Answer Cards as Incentive

Pupils like varied ways of working, so I sometimes let the multiplication class use answer cards. I write the problems on small cards and place the answers which they must obtain to be correct on large sheets of cardboard ruled into oblong spaces. The problem cards are placed by the pu-

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pils in the blank spaces above the proper answers when the correct answer is found. The small problem cards are in envelopes. The children will work to get the exact answer, and I find that valuable time is saved.—Selected.

Nature Writer Takes No Notes

Unlike most scientific and literary men, Charles Frederick Holder, the great California nature writer, has used no notebooks, seldom having taken notes, even during his most active life. The facts that he was observing and experiencing were generally so interesting and exciting that it was impossible for him to forget them. His memory of the subjects that he writes upon is phenomenal, and his grasp of natural history is wide and varied. When asked to write upon a given subject he sits and ruminates for a little

while and then pours out material with a fullness and accuracy that reveal the wonderful quality of his memory. He can write an article on any animal or allied subject, from man to Infusorian, without notes, simply because he has used his head as a notebook. At the same time this shows that his natural tastes are wrapped up in natural history, and it is this personal absorption in his subject that affords him his great facility.—"A Great California Nature Writer," George Wharton James, in National Magazine.

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A. E. WINSHIP, Editor.



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Walla Walla, Wash.



MRS. BESSIE CLEMENTS,
Principal,
Jersey City, N. J.



MRS. ANNA B. COMSTOCK,
Author and Lecturer on Nature Study,
Cornell University.

MONTESSORI METHODS



THE latest educational venture is that of Dr. Montessori of Italy. It has captured several educators, and is being commercially promoted beyond anything ever presented to the American school public, so far as our observation and memory go. Of course, under these conditions it will have quite a rage, and those seeking the best interests of education are sure to be divided in their opinions.

We have no disposition to lose our heads over it on the one hand or to place any hindrances in the way of its greatest usefulness.

WHAT THE MONTESSORI SYSTEM DOES.

The Montessori system does some things which have never before been so well done in schools for normal children under six years of age.

It frees the little people from all unnatural restraint while learning.

It makes it safe and wise to get little children into school by three years of age.

It develops sense perception, activity, and discrimination as they have never before been developed in school in normal children.

It early and ideally develops discriminating skill in knowing color.

It early and effectively provides for the learning of number.

It leads to good reading and writing earlier than has been done heretofore.

It does not jeopardize the health.

It does not unduly stimulate mental action.

It does not rob the child of relish for knowledge later on.

WHAT THE MONTESSORI SYSTEM IS.

The Montessori system is the application to normal children of work that has long been done with subnormal children.

"A mind-strengthening scheme" it claims to be, and apparently the claim is justified.

In Paris and other foreign cities, in schools for weak or feeble-minded children, practically everything utilized by Madame Montessori has been long in use. This is virtually true of much of her "material."

Dr. Fernald, at the Waverley (Mass.) school for feeble-minded, has been doing for years much of that which is now presented so brilliantly as a new thing under the sun.

It should be said, however, that Dr. Montessori gives full credit for her indebtedness to these former demonstrators of its value.

The Montessori system does make study life most delightful.

It makes the "school" the "house of childhood."

The spirit of it all is beautiful, healthful, cheerful.

It eliminates all necessity for discipline.

It never suffocates the activities of childhood as the school too often does.

One of the elements of Dr. Montessori's creed is that "immobility is never good order," is never good form.

Teachers talk little, almost none. That the ordinary school teacher talks altogether too much is coming to be a general belief. All teacher talking is dispensed with by the child's activity.

The individuality of the child is fully respected and developed. It is never lost in the mass.

WHAT THE MONTESSORI SYSTEM IS NOT.

The Montessori system does not supplant the kindergarten.

It reaches none of the activities for which the kindergarten is famous.

The kindergarten evolves, guides, inspires the social side of the children wisely and effectively.

None of this is achieved by the Montessori method, which is distinctly and emphatically individualistic.

It seems to have no power to project itself into the training of children above six years of age.

It seems not to develop initiative.

It avowedly disregards the claims of the child's imagination.

THE MONTESSORI METHOD.

Muscular practice is a prominent factor in the Montessori work.

A blindfolded child learns to tell the cube, cylinder, prism, cone, circle, etc., by feeling.

He learns to compare sizes of geometrical solids by feeling of them.

He learns to fit forms to holes rapidly by knowing—not guessing—the relation of the one to the other.

Finger manipulation is a vital factor in all this work.

Shapes are learned by sight and touch.

Size is learned by sight and touch.

Lengths are learned by sight and touch.

Thickness is learned by sight and touch.

"Material" is provided for all of these. For instance, there are ten blocks with the same increase in thickness. A half inch is a great increase above a block an inch thick, but it is not so significant above a block that is four inches thick, especially to a child that is blindfolded.

Lengths are discriminated by the use of rods—"material."

Color discrimination is taught at the same time.

The "material" provides for thirty-six different forms.

Sounds are also discriminated, and something is attempted by way of taste and smell discrimination.

The color scheme is particularly effective.

There are seven tones of each of the spectrum colors. For instance, there are seven reds, and the children learn to name and discriminate each of these.

Sounds are discriminated by the use of whistles graduated as to pitch, and the children early attain much skill in this discrimination.

Bells and drums are also brought into use for the same purpose.

Rhythm is also taught with care, and skill in discernment is attained.

The tactile sense is also accentuated by the use of sand paper of six different degrees of roughness. The children soon get power to tell of

any two which is the rougher, even when blindfolded.

This tactile sense development is applied to discrimination in textiles. The children, blindfolded, can tell, by feeling, cotton, woolen, linen, velvet goods, etc.

Weights are learned also. They can tell by holding in the hand which is the heavier, a pine, maple, or oak block of the same size.

By the use of all simple geometrical shapes and forms, of various colors, of various sizes, weights, etc., a valuable vocabulary is provided early in the child's life.

APPLICATIONS.

Naturally and readily the child learns figures and letters by touch.

He is not trying to learn letters or figures, but is merely practicing as heretofore, but the figures and letters are made of sand paper or plain paper, and he can tell, blindfolded, each figure and letter.

They are also cut out of pasteboard, and he can tell by the shape which is which.

In an unbelievably short time he knows figures and letters by sight and touch.

Because he knows them by touch as well as by sight, he writes very readily by the use of chalk on the floor, for much of his work is done lying on the floor or grass.

There is neither desk nor blackboard for him for some time.

Ability to write, to compose, and to draw at six years of age is beyond belief.

SELF-HELPFULNESS.

Not alone is the child's knowledge developed, but his ability to do things for himself is equally remarkable.

By four years of age the children learn to button, clasp, and hook readily and skilfully. They dress themselves, put on their own wraps and rubbers. They are self-reliant at a very early age.

AMERICANIZING ALL THIS.

Last year 130 American teachers visited the Montessori schools of Italy, and many of them are passing their observations, commendations, and criticisms along.

Three of the most efficient writers and speakers on the subject are Professor Norton of the department of education at Harvard University, Annie E. George of Pratt Institute, Brooklyn, and Mary Jackson Kennedy of Miss Wheeler's school, Providence. Miss Kennedy has applied it with a class of young children in Miss Wheeler's school, and presents the work on the platform with much skill. She went to Italy on purpose to make an extended study of the work in many schools, and was given every facility for learning the work in detail. Familiar with the written and spoken language of Dr. Montessori, she was able to master the work with unusual ease.

What you keep by you, you may change and mend; but words once spoken can never be recalled.—*Roscommon.*

STORY-TELLING

MRS. EDNA ORR JONES,
Normal School, Fresno, California.



THE world's first teachers were its story-tellers. From the time when the wondrous spectacles of Nature were first interpreted to the awe-inspired child-man of the primitive age in terms of myth and fable, on through those periods of the minstrel who told or sang the deeds of the heroes who were the ideals of their race, the story-teller was the one who enlightened his fellow men.

The ancient religions were built upon a fabric of fact and fancy told by father to son. The Nazarene used the parable as a medium for the giving of his lessons.

Every age had its minstrel whose voice was clearest and whose harp rang truest, and the world had its poets, its Homer, its Dante, its Shakespeare.

What history tells of the race, experience proves true of the individual. A healthily minded child is curious, and the first mental craving is: "Tell me a story."

In the homes that are worthy of the name story-telling is one of the day's ceremonies. The baby mind receives its mental food just as certainly as the little body is fed its natural food. And as the physical being waxes strong and is nurtured by its carefully-selected diet, so does the mentality of the child develop by its assimilation of carefully chosen folk lore and child literature.

So much for the fortunate little ones of the world. But there are many children all over this fair world of ours who are not so blessed. Where ignorance is rife, books do not come. Weary, overworked mothers have little time to spare from the struggle of feeding and clothing the little body to give to the nurture of their children's minds and souls. The traditions which a racial folk lore has given to a mother are seldom or never given to the child by these people.

Then is the teacher's opportunity to compensate the lack in the child's life. She can fulfill this obligation so obviously hers. She can give to the little child of the poor that which he has been denied by cruel necessity. Her joy it should be as well as her duty. The modern educational world is realizing more and more fully the place that story-telling should take in its curriculum. School men and school women alike recognize the value of the work. There are so many reasons for its place on a primary program. As a means of discipline, it is invaluable. Chaos can ever be reduced to order by those magical words, "I will tell you a story." The intellectual truth may be imparted by the story's delightful means. There is no better means of impressing your ethical or moral lesson. Last, but not least, it is the best sort of language training. The teacher sets her own standard of English to her pupils. Her choice of words, her mode of utterance, even the tones of her voice are models for imitation. Con-

sider, then, her responsibility. Will not little ones gain more of value in language training in the stories she tells them, the little conversational lessons she has with them, than mere formal drill would give them? A child on entering school has a limited vocabulary that is suited to his needs. From the stories and poems he hears and learns he is constantly gaining new words. He is becoming more and more familiar with the language of literature. He is not being taxed or worried; he is not really working, but gradually day by day he is gaining mentally. Is it not worth while? Yea, verily.

Notice, read, mark, learn, and inwardly digest. We speak of story-telling with an emphasis on the word, "telling." There is reason for the emphasis. With the little ones of at least the first two grades the story must be told. Try both methods, primary teacher, and measure your success. Try reading the story first. Your babies will listen for a while, it is true, but it takes little to divert their attention from you and your narrative. Little hands are feeling around for something attractive with which to play. The little bodies wiggle; the gaze wanders. You stop and repeat a bit of your tale. "Children, did you hear this part?" But you have not held your class's undivided attention, and you can prove this to your own satisfaction when the time for reproduction comes. On the contrary, try telling a story to the babies. Every eye is fixed upon you. Every little figure is still. That room full of children is as a musical instrument upon which you, the musician, may play. Watch the change of expression as the tale unfolds. See how they respond unconsciously to your dramatic cues, and how you gain from them the power which any speaker feels from a responsive audience. The book seems in a sense to impede this interchange of magnetism.

One so often hears the complaint: "But I cannot tell a story," from teachers who are otherwise successful. Story-telling is not an art possessed by a chosen few. One who hears many people attempt it can but realize that some have more the gift of word-painting than others. But much of the lack is a matter of timidity and self-consciousness. Let those very people be taken unaware sometimes, and the vivid manner in which they will recount an experience will delight their auditors. Does this not prove that the ability to tell a story well is within the power of anyone who will truly attempt its mastery?

We have considered together the why of the matter, and now for its how. There are things to be considered, of course. In the first place, we must know our story, its events, and its sequences. It is not enough that we have it by a mere matter of memorizing its words. The same idea may be expressed in many ways. One word,

or set of words, is not enough for an emergency. Many words must be at your command so that there may never be a hesitating moment. There are some stories in which there are certain bits of necessary, familiar phraseology. The "Why, grandmother, what great, big eyes you have!" is as necessary an adjunct to the "Red Riding Hood" story as those same eyes are an indispensable part of the wolf's head. Certain authors have a peculiar style of their own and a choice of words which the story-teller must reproduce to be effective, Kipling, for instance, and Uncle Remus.

But the art of the story-teller consists in letting the story emanate from her and in imparting to it a personal element. She must tell it vividly; she may tell it dramatically, but, above all, must she tell it naturally. A child so intuitively detects anything that approaches affectation.

The why and the how considered, the next step is what to tell. To the babies of the school world give fairy tale and wonder lore in large

doses. Give them nonsense tale and verse. You know jingle is the mental baby food for all races. Administer a carefully chosen diet of myth; the stories based on personal experience of childhood. You remember how you loved the stories of "When mother was a little girl"? About the fourth or fifth grade your boy, if you do not guard him, is most interested in the books whose very titles ooze blood and thunder. Then is the time for the hero tales, the narratives of clean adventure that shall supply this mental craving of the developing boy mind. When your girl needs the sweet romance, give her the right sort.

Do you see, then, what the story-telling leads to in the lives of these children of ours? Do you realize that the teacher whose mind is stored with the knowledge of books, whose heart is attuned to their message, and whose soul is open to the responsibility of her mission, can lead little children within the portals of the "court yard where they may hold communion with the rich and the wise of all ages"?

MOTHER PLAY IN PRIMARY GRADES—(IX.)

BERTHA H. BURRIDGE

THE LITTLE GARDENK

"If to a child's sole care is left
Something which, of that care bereft,
Would quickly pine and fade,
The joy of nurture he will learn,
A rich experience, which will turn
His inner life to aid."



HERISH! Nurture! Care for!
These are words which Froebel uses
over and over. Great is their im-
portance in the development of a
child.

One of the most instructive manifestations of child life is a love of gardening.

In the kindergarten and all the primary grades children should have observation lessons on plants, carried on by means of the home garden, school garden, and window boxes.

The home garden can be more easily carried on during the summer, and so the teacher should encourage and visit such gardens.

Children should be taught preparation of the soil, careful cultivation, recognition of weeds and grasses, also to look for grubs and insects injurious to plants.

The little people in the first grade should be provided with bulbs, one for each child. With these bulbs they discover the conditions necessary to the awakening and growth of plant life—heat, light, and moisture. They will also learn where and how the baby plant finds food, and when it was stored away. And great will be their delight when they have a blossom of their "very own."

For the school garden we select potatoes, beans, and corn as types to be studied, and radishes and lettuce for their rapid growth, enabling the children to carry something home before school closes in June.

In the morning talk discuss the preparation of the gardens for the planting of seeds.

Have the children bring in corn, beans, and peas. Compare as to size, shape, and color.

Now soak and remove the skin carefully. Study the little plant within. Study also the growing plant.

REFERENCE BOOKS.

"Outlines for Primary Classes," Cannell and Wise.

First School Year, Anna B. Thomas.

Second School Year, Henrietta M. Lillie.

STORIES.

"The Bean Plant," "All Year Round."

"The Pea Vine," "All Year Round."

"A Little Garden," Bass.

"The Life of a Bean," Bass.

"The Pea Blossom," Anderson.

SONGS AND GAMES.

"The Garden Bed," "Timely Songs and Games."

"The Rose Bush's Baby," "Small Songs for Small Singers."

"Sweet Pea Ladies," Gaynor II.

"The Farmer in the Dell," Old Rhyme.

"Calling the Flowers," "Song Stories."

"Where They Grow," "Song Stories and Songs."

What Does Latitude Mean?

There is no other one thing which so much controls the character of a place as its latitude. Yet most pupils' impressions of what it means are very vague; probably because the subject is usually begun with a definition. Besides, this definition is usually misleading. He reads: "Latitude is the distance of a place from the equator, measured in degrees," etc. Having little experience with degrees, the principal impression left upon his mind is that of distance. He may go through life with the impression that the poles are cold because they are far from the equator; or that our country is warmer than Canada because it is nearer to a warm place.

It is just as easy to begin at the right end. The important thing in latitude is not distance, but the

STORY PICTURE

BESS B. CLEAVELAND



direction of the sun's rays. This can best be studied from nature.

A familiar piece of apparatus is the "shadow stick," which may be a narrow strip of board, twelve inches long, with a perpendicular upright piece at one end four inches high. This simple apparatus must be laid down level, in a north and south direction, with the upright piece at the south end; the length of the shadow must be marked just when the sun is crossing the meridian. The shadow may be marked in this way each week, and its varying length will be very instructive, principally because it will direct the pupil's attention to the sun itself as its place in the sky changes. He sees that it is cold when the sun is low, and warm when the sun is high. He will soon understand that at places farther north over the earth's curved surface the sun always looks lower and farther south, higher. If it were not for this, latitude would mean nothing. Yet many teachers never realize that the sun as seen from London at noon is sometimes but fifteen degrees above the horizon, and at St. Petersburg

but six and one-half degrees high at noon. Let it be emphasized that the only essential in latitude is the direction of the sun's rays, and that in observing this we are preparing ourselves in the only possible way to understand the climate of other latitudes.

Pupils ten years of age may do more than merely observe the sun's position. They may state it in degrees. Construct a right triangle, whose altitude is the length of the upright piece of the shadow stick and whose base is the length of the shadow. Measure the angle at the base with a protractor. This will give the elevation of the sun above the horizon in degrees.

The pupils in the fifth grade are quite old enough to learn what is meant by "the sun is thirty degrees above the horizon," or "twenty degrees above the zenith," or "the north star is forty degrees above the horizon," or "a cloud is ten degrees long." It takes no more time than to commit to memory the definitions in the textbook.

READING AND LANGUAGE

FIRST-GRADE READING

[From Olean, N. Y., Report.]



HE first sentences to be read should be formed from the words of the child's vocabulary, and so far as possible from experiences which have afforded him much delight.

The sentences may be selected from the child's activity and games; from objects such as his pets or his playmates; from stories told him in which he took great interest and has largely memorized, as nursery rhymes; from pictures, and stories which the teacher may tell preparatory to the reading of the lesson and from simple rhymes. Advocates of the different methods of reading all agree that the unit shall be the sentence, and that it shall embody a thought which has borne or bears with it pleasure.

It is accepted as a first general requisite in learning to read that a word list, sometimes called "sight words," be formed, and that these words be obtained from complete thoughts, from single independent sentences or from rhymes.

The teacher who succeeds in selecting from the child's experience those incidents which are common and vital in association and growth must be a student of child life. She needs a great store of these concrete facts and illustrations. She must be able to live with children, to appreciate their peculiar characteristics of timidity or boldness, their likes and dislikes, their enthusiasms and interests, their home experiences, their games and playthings which have entered largely into their activities. Such form a basis of conversation at once commanding the interest and enthusiasm of a child and out of which may be drawn in sentence form the thoughts which become basal to the teaching of reading.

Telling or reading stories to children before they have mastered the art of reading is of very great importance in enriching the child's experience which will become basal to his learning to read. The telling and reading of stories is equally as important in the home as in the school, yet it is no easy task for the teacher to properly tell a story to a class of twenty pupils. It requires not only a clear knowledge of the subject, but an equally clear knowledge of the children's resources. If the story is to awaken interest in the child, the teacher must bring the story to the life of the child.

When a story has been well told, so that the interest of the children is awakened, it furnishes a subject of conversation from which sentences may be derived by the children which they will give about the story or in the reproducing of parts of it. A story is a good medium through which to convey ideas and to approach the difficulties in learning to read. The story presents a larger unit of conversation and possibly gives rise to greater development of power to think than any of the other suggestions given for obtaining the initial word list or sight words.

The use of the rhyme in the first stages of learning to read has a similar function to that of the story. Rhymes are properly introduced by appropriate stories. This gives the unit of thought and the setting. The isolated rhyme used to secure new words may become very mechanical in process. While the rhyme is used to help recall the work, the training is largely of the ear and less of the sight. The process should be reversed. There is a danger of the child reading his thoughts and not the words. He is liable to anticipate thought and not read, but rather recite, or reproduce. These dangers guarded, the use of a story to introduce a rhyme and care to hold the attention to the thought and the setting of the rhyme become another medium for transferring of ideas and a basis of learning to read.

The nursery rhymes and Mother Goose stories are classics, at least from the child's standpoint, and furnish some of the very best mediums for learning to read. There is a distinction which should be made between the pure nursery rhyme and the action jingle or rhyme which has recently found its way into school readers. The former is of the nature of a classic, in that it is worth knowing and has real literary merit, while the latter is more or less a mechanical device to catch the attention of the child and serve as a means to an end, which is the learning of words, through the recall of the rhyme.

Language Teaching

SUPERINTENDENT ROBERT I. HAMILTON,
Vincennes, Indiana.

The basis of good language work is the desire of the child to express himself. He must have something to say before he can be taught to say it well.

When the child enters school at six years of age he already has a large fund of knowledge and a wide field of experience. He also has a considerable vocabulary of words and expressions, many of which do not accord with the best usage.

In laying the foundation for the improvement of his language, the teacher must accept such language as he has. If she be skilful, she may then bring him to exchange the incorrect forms that he now has for the correct forms that she wishes him to have.

In presenting new material, in language as elsewhere, the child's mind should be prepared to assimilate the new knowledge. The teacher may do this by skilful questioning to recall to the child's mind those concepts which are related to the ones which she desires to present. She should determine in advance what concepts are to be recalled and the order in which they must be recalled to be of most use in assimilating the new knowledge.

In story work this preparation should cover the entire story or such part of it as is a method

RAIN MAN, 'NEATH YOUR CLOUDY HAT

AUGUSTA LARNED

GERTRUDE MADEIRA SMITH

Moderato

1. Rain - man, 'neath your cloud - y hat,
2. Put your cloak on, Good - man Gray,

Come and clat - ter pat, pat, pat; O'er the roofs and
Come and vis - it us to - day; Pour your buck - ets

chim - neys too, Let us hear your tramp - ing shoe.
down the sky, When you're thro' we'll shout, Good - bye!

—Used by permission of American Book Company. Copyright, 1911, by Eleanor Smith.

whole, and each division of the story should be completed before another is taken.

The reproduction should be largely oral, working for correct language and connected thinking.

The child must be encouraged to talk with freedom, but to talk to the point and to use good forms.

He should reproduce the statement or the section of the story undisturbed, then his errors may be corrected. The teacher should help in the use of correct language forms and in logical connection. There must be much and frequent repetition of stories and parts of stories to acquire a command of correct language and to fix the habit of continuity of thought.

Children need a vocabulary of English idioms

as well as of English words. A new idiom should be presented in oral form first, afterward in written work. This should not be a study of bare form, but should be connected with nature, form, and story work.—Report.

Funny, But No Joke

Mother (who is helping her son with his history lesson)—“You have written this topic very well, my dear, but D-u-k-a-n-e does not spell Du Quesne.”

Son—“I know that, ma, but the kid that corrects my paper wouldn't know what I meant if I spelled it right.”

THE STUDY OF PICTURES—(VIII.)

MARY ELLASON COTTING



WHEN picture-study exercises are being developed with the younger pupil, continuous questioning must be carried on to direct thought in the right direction, while with the older very little is necessary, the analysis being almost wholly worked out by the pupil himself.

"Oxen Ploughing" (Rosa Bonheur).—In analyzing the Bonheur—one of the pictures kept upon the wall permanently—attention is called to the labor being performed by asking: What is being done in this picture?

What animals are being used? In what other way can you speak of a pair of oxen? Yes, we say a yoke. How many pairs are attached to one plow? Why do you think so many are needed? The ground looks very rough; there may be large stones to be out-turned, consequently a heavy plow would be needed, and possibly it would be necessary to weight it, so of course many oxen are required. It is not easy to hold the plow in such a way that it will run steadily, cut deep, and carry the furrow-line straight. Oxen are strong, move slowly, forcefully, and with sureness, and that helps in turning the great clods of earth as you see they have been turned in this picture. The feet of

oxen are so formed as to particularly adapt them to such work. Have you ever seen oxen? Well,

their feet are cleft, or split, and each part, or half, is shod with a piece of iron quite unlike a horse's shoe. Why do men walk beside the oxen? No, they do not strike the animals; they guide them by tapping with that stick as they dexterously swing it over and back. Sometimes there is a very long lash attached to the stick.

Oxen are guided by using the whip on the same principle as the horse is guided by tightening or loosening the reins with a hand and finger movement.

Do you not suppose very good care is taken of those oxen? Yes, they are of great service to man, and in return for their hard work for him he provides warm shelter, plenty of food and drink, and attends to having them properly shod.

What is the man called who owns the land and raises the crops? Yes, the farmer. What shall the man who does the plowing be named? "The plower"? That's surely most an appropriate name, but the plowman is the name by which he is known. What shall the man who guides the oxen be called? He is the driver, and when oxen are used there must be a driver to guide with a whip. They understand his queer way of talking to them, and respond as readily to his voice as to the taps of the stick or flicks of the lash as



ROSA BONHEUR.—Dubufe.



OXEN PLOUGHING

it uncoils over them in the air. There is no harness except the wooden yoke to fasten two animals together and the chain to attach the pairs to each other and to the plow, so you can understand the driver must be a skilful person; in fact, it is not every man who is able to be a good driver. Although it looks to be a very pleasant and easy occupation to plow and guide, like most other forms of labor skill, thought, steadfast purpose, and the application of well-directed force are necessary to obtain good results. So we are reminded again that one cannot judge simply from the outward appearance; one must understand the principles—or the just how—of doing the work before a correct understanding can be reached.

After the field has been well plowed, what do you suppose will be done? All the stones must be cleared away and the land harrowed until the earth is light and soft. What will be done next? Yes, seeds will be sown.

After study of the picture present a portrait of the artist, and tell somewhat of her life.

Marie Rose Bonheur was born in 1822, and lived to be seventy-seven years of age. She came of a gifted family; therefore her desire to become an artist met with little opposition,—that even being intelligent,—and she was given the advantages of good training. She early showed pronounced ability to represent animals, and finally became a painter of them, going here, there, anywhere and everywhere in the most fearless manner to study from life the creatures whose forms she wished to picture. Because she knew the ways of animals so very well, she was able to make them seem very natural and alive in her paintings. As the garments of a woman were troublesome in getting about, she adopted a most unconventional combination of male and female attire, and felt satisfied in being perfectly comfortable and free to carry on her beloved work. When one wishes to do the finest kind of work absolute devotion to it is necessary, and Rosa Bonheur, knowing this, sacrificed beautiful clothes to her wonderful art, which belongs to the French school—in execution, if not literally in its conception. She did not suffer from the prolonged hardship and heart-tiring delay to success that so many painters experienced, for she was an acknowledged and well-accepted success early in her career; and as time goes on she is

more and more appreciated not alone by animal lovers, but by all people.

"The Sower" (Jean Francois Millet).—The man who plows makes ready for the one who sows the seed. What shall he be named? What do

you think this sower is planting? Do you think it is hard work? It looks as if the seed were simply tossed about; but that is not so. His work is of a most particular nature, and he becomes very weary by nightfall. He must walk evenly and slowly, scattering the seed just in the right quantity here on one side and just there on the other. There must not be over-much seed sowed on one and not enough on another side, for when the seeds have sprouted there would, in one case, be too many grain-stalks, and some plants would be crowded and get insufficient light and food, and die in consequence, and for every seed sown there would not be a stalk bearing many kernels in a head when the golden har-

vest time comes. If there were too few seeds sown there would be bare places in the field, and again the harvest would not be perfect. Just



JEAN FRANCOIS MILLET



THE SOWER.—Millet

enough and just right doing—only—we shall find ensures perfection in any kind of work.

The sower must have a keen eye, a sure hand, a lithesome arm to sow well, and all day he must keep his mind on his work, taking steps just long enough, just fast enough, just the right quantity of seed in his hand, and with ability to gauge the action of the wind upon the seed as he scatters all day long. His work is like that of all workers; it requires that mind, eye, and hand must each be at its best, so when the day's work is ended he may take his homeward way feeling that he has done his best to further the eternal law, that no man's work stands alone, but is dependent and interdependent upon many others. After considering "The Sower," hang "The Reaper" beside it. After a talk about both as related to each other, place a portrait of Millet over them. When the pupil has analyzed the portrait, tell as much of the artist's history as is advisable.

Jean Francois Millet was born in 1814 in Gruchy, where his father's farm was located. It was a hilly country near the sea, and Millet grew up in the bracing air to be a very strong, well person. Sometimes when he could find a spare moment,—for, you know, he helped his father about the farm work,—he would copy the engravings from the Bible or draw with a bit of charcoal upon a white wall, for the houses were

plaster, or stucco. When he was eighteen years old, his family decided that he should become an artist, so they sent him off to the city to study. After two years his father died, and he wished to go home and help upon the farm once more, but his mother and grandmother said they would work harder themselves if he would keep on studying. As this seemed the best plan, he studied harder and harder, until, when he was twenty-three, he had learned enough to be able to work without being taught any more. He joined a few other artists, who lived in a beautiful little town near a great forest. Although he painted fine pictures, he believed he was given the talent to paint those of a very different nature. So he began to paint the stories of the homely, commonplace life in which he had grown up. At first no one seemed to like such pictures, but his brave wife encouraged him to continue painting these pictures because he believed it was the right thing to do, and some day people would understand what the stories were that he had told with brush and pigments. Sure enough,—though there was a hard, long struggle first,—people at last came to appreciate his wonderful work, because it touched their hearts and awakened sympathy and respect for the commonplace.

LANGUAGE LESSONS

MARY ELLASON COTTING

[Supplement with this issue is for use with this article.]

"ON THE ALERT"



HERE are two methods by which lessons may be "worked out" upon "On the Alert." One is to disclose the unlovely phases of the selfish, greedy character; the other to make a strong impression of a child of exactly the opposite nature. Since all small people are imitators, and it is well to assume a virtue until possession of it becomes a reality, the better method to use is that which directs thought only to those qualities which will ensure the development of a well-regulated person.

After the picture has been hanging for a day or two upon the eye-line of the pupils when seated, the teacher may remark: What do you suppose this is a picture of? Yes, it looks like a garden; and who are these children? Polly and her brother? No, I do not believe the boy is Polly's brother. Who is he? you ask. Pretty soon we shall find out. Whose yard can it be? What are the children doing there? What is Polly holding? Where do you think she got the fruit? No, I don't think she got it at the store, because the fruit-seller doesn't use that kind of paper. Yes, it's a piece of newspaper. You know Polly's mother had a large dish of fruit, and perhaps she told her little girl to find some paper, and she should have some fruit for her very own self. Polly couldn't find a bag, so she used the newspaper. Now, whom do you think Polly found out in the yard when she went there to eat

her fruit? Her little playmate who lived across the street. What did she do? Yes, she sat down near Sam, who was stretched upon the ground in the shade of that fine tree which you'll notice nearby. What can he be thinking about? What is he looking at? What makes Polly hold the package so tightly? Maybe she is afraid the good things will spill out. What is she thinking about? She thinks she could just eat every bit of that fruit right off in a minute. It looks very tempting and smells so delicious, but, oh, my! There's Sam, her kind playmate! He loves this particular fruit, too, and he's such a jolly, good boy. He makes the nicest games for her, and carries her bundles when she has been to the store, gives her rides in his new cart, and, oh, oh! when she was sick the other day he gave her all his ice cream,—every bit,—horn and all!

Well! Sam just must have a good share of the fruit. So—what do you think happens? Why didn't Sam ask Polly for some? Don't boys ever ask girls to share? Is Sam much larger and older than Polly? Would that be any reason why he wouldn't like to ask for any? To be sure it would; he knew Polly was a much younger child, so he should take good care of her. Polly might really need the fruit to keep her from getting hungry before dinner time. He was a boy, and of course it was no matter about him; he didn't need the fruit; just the same he was very fond of it, but, he must take good care of Polly. Well, how

do you suppose the children managed? To be sure, Polly shared with Sam. Just even? More for Sam. Yes, that is the way; always a little more to your friend than you keep for yourself.

But, do you know, I suspect Sam will eat no more than Polly eats. I rather think he will suggest giving some of his share to his mother. He always does divide with her, and very likely Polly will give some of hers to put with Sam's. You know Polly's mother has enough, so they need not plan to give her any.

Do you think they'll stay in that yard till they have eaten their part? No, they'll give Sam's mother her share before it is bruised by their little hands, and then they'll play party in Sam's summer play-house, and use hollyhock and currant leaves for plates and other dishes. Don't you think they will have great fun?

On another day call upon the pupils to reproduce the story orally, having the picture before them; and afterward encourage the telling of any little stories of the pupils' own sharing with others.

OUTLINE FOR DEVELOPMENT OF LESSONS.

Aim.—Oral language developed from picture through questioning. Reproduction from memory. Impression of generosity. Attention

directed to proper treatment of the commodity (fruit); i. e., covering of package and care in handling while delivering. Practical application to pupils' daily doing.

Dominant Feature of Picture.—Children placed together in some one's garden. How? Why there? Doing what?

Action.—Physical nearness makes temptation to snatch possible. Defence—physical force might be necessary,—therefore "on guard"; attitude of one human.

Moral action.—(a) Through senses (seeing, smelling) girl tempted to be selfish and greedy. Need not be the latter even if one is the former; but this child tempted doubly. Boy desires to possess; senses, avenues through which he is tempted [seeing, smelling, overpowering by strength (touching)]. (b) Spiritual force dominates. Impulse to wrong action is overcome through reasoning, assisted by memory (though not necessarily conscious) and self-control. Rightful relation re-established between the children.

Result.—Joy the recompense, i. e., comfortable conscience after the performance of what is morally right.

LOOKING ABOUT

A. E. WINSHIP, EDITOR

ELMIRA, NEW YORK

It is refreshing to see a city of 37,000 by one leap spring into the forefront as Elmira has done.

Talk of luck! There is not often anything to compare with the selection of Don C. Bliss as superintendent of Elmira. He seems to fit every requirement to the satisfaction of everybody. The ardent loyalty of the principals and teachers could not be exceeded. And it is not sentiment, but is based upon genuine leadership in vital matters.

In one regard Mr. Bliss is far in the lead of any superintendent whom I know. He has a working plan for testing the work of every teacher, a plan that they accept, and one that we do not see how any one could help accepting.

To make his plan entirely clear let me illustrate Lee F. Hanmer's (of the Sage Foundation) application of the same principle in the school athletics test. There are three classes of physical exercises,—climbing, jumping, running.

The school as such makes the record. Every one in the class must be in the game. For instance, the boys all run, and the total record is divided by the number of boys. If any boy reduces the average perceptibly the fellows all get after him and tone up his ability.

The record of each boy in these class tests is not known. When the first boy starts the time is

noted. As soon as he ends the 100-yard dash the next boy is signaled, and so on until the last boy ends his dash, and the entire time is divided by the number of boys who ran.

The trainer is judged by this average. He is not allowed to plume himself on the fact that there are two or three record-breakers in the class. His training must affect the slowest member of the class.

Superintendent Bliss's standardizing of teaching efficiency follows much the same plan.

He decides upon what standards should be aimed at in each branch and in each grade. He tells the teacher what he thinks should be attained. If the teacher has any question as to the fairness, the time to say so is when the standard is stated.

Practically each month he, or his assistant, notes the progress of the class toward the standard.

In an English class the pupils are wretchedly careless, slovenly, indifferent. Before leaving the room Mr. Bliss calls attention to each of the general defects.

Six weeks later he said to the teacher: "Will you read to me what I wrote when I was here the last time?"

After she had read it he said: "Is there any improvement?"

"No, they are worse. I said to them a few

days ago that they were getting more careless every day.

"What are you going to do about it?"

"There is nothing for me to do. I told them after you went away that they must be more careful, that their work must not be slovenly. That was all there was for me to do. If they will not do it I can't help it. It isn't my fault."

He realized that he must do something more than "tell her." He insists that there must be some improvement in the class as a whole in every branch in every one of the standards that he sets up.

The achievement of the teachers when they know the specific lines of improvement in each subject is simply wonderful. No longer does the teacher deceive herself because a few pupils are brilliant. As in running and jumping, if the brighter pupils see that a few are keeping down the class average they personally help them.

Superintendent Bliss knows just what he is after, what the teacher should aim at in every branch, and his teachers get the results that he expects to a greater or less extent.

Let it not be supposed that the individual is lost sight of; far from it. I have never known the needs of an individual so carefully provided for during the entire course as in the card catalog

scheme of Mr. Bliss. Here is what he says about it:—

"In the business world it is a well-recognized principle that success depends upon the attention given to the details of the business. Guess work is eliminated and exact and careful records show the manager the condition of every department. In education too much has been left to chance. We have given so much attention to grading, to courses of study, and to promotion by classes, that we have lost sight of the individual. The teacher may have spent weeks in learning the individual characteristics of some peculiar child; then, just as she has come to understand him, he is transferred to another school, and the wasteful process is repeated, to the great loss of the child. Physical defects are found only to be lost sight of because of a lack of systematic records. To substitute definite information in place of this haphazard procedure the card catalog method is established. His special strength, special weakness, and special interest are recorded as soon as they become evident. If he is transferred to another school his card is sent to the principal, and all information so essential to the proper understanding of the character of the boy is at once available. Should the boy become an applicant for a position and his prospective employer write to the principal relative to the boy's character, definite information is available."

SOME DEVICES FOR THE SCHOOLROOM

ANNETTE HOWARD

A GEOGRAPHY SAND TABLE.

Before you put the sand in the table lay a piece of oilcloth upon it, large enough for the edges to turn up all around. Then put in your sand. Shape the western continent with Greenland, the West Indies, and other islands in their respective places. Pour in your water; the oilcloth will prevent leaking. Call the water on the east of America the Atlantic; that on the west the Pacific; and that on the north and south the Arctic and Antarctic oceans. The Gulf of Mexico and all other indentations of the coast can be pointed out.

For another sand-table lesson form the eastern continent. This is an excellent plan for teaching the forms of land and water. The terms, continent, island, promontory, cape, peninsula, isthmus, strait, bay, sea, etc., will be more easily understood when the children can see and make them.

OTHER PLANS.

I had the children make a beautiful sand table at one of my school exhibits. My pupils had learned to make houses by folding and pasting. I had the child whose house was best make another one much larger than the first. Then we painted the roof and door brown, and the windows green; we then placed it in the centre of the

sand table, and moulded the sand into beds and walks. The children brought moss from the woods and laid it on the beds to represent turf. Flowers and trees were dotted about. In the centre of the middle walk was placed a small mirror surrounded by moss and small grasses; this looked like a miniature lake. Under trees were settees folded of cardboard. People cut from paper were placed about the grounds, while here and there were cows, sheep, and poultry cut from cardboard.

Log cabins can be built of cornstalks, and rail fences put around them of the stalks of smaller size. The peel of the cornstalks, cut in even lengths, and pointed at the upper edge, makes a nice picket fence. Beautiful little gates may be constructed of the splints thus made, by weaving them together.

Here is an admirable device for seat work. With native clay, which can be obtained near many of our rural schools or those in small towns, let the children shape beads, stringing them on straws while wet. When the beads are dry, remove the straws. The children of the first grade will keep busy and quiet if allowed to color these beads with paint or wax pencils, and to string them on threads or ribbons.

LEXINGTON DAY AND PAUL REVERE

JEAN HALIFAX



RE you a little Boston girl or boy?
Or have you ever been around
Boston on the 19th of April?
If so, you have seen the flags
waving on that day from every old-

march against the towns near, I am sure," said Paul Revere, one evening.

It was dark, but he could see the soldiers hurrying about with lanterns.

"I will row across the Charles river, and wait



PAUL REVERE'S BIRTHPLACE



OLD NORTH CHURCH

fashioned house between Lexington and Arlington.

Do you know what those flags mean?

They tell the story of the famous little Concord bridge, of "the mid-night ride of Paul Revere," and the battle of April 19, 1775.

And this is the story:—

Many years ago, you know, the king of England ruled our country, and the poor colonists found his laws very unjust.

So they planned to make this country free.

The colonists around Boston got ready for war. They drilled in churches or stables, or wherever they could get a chance.

They were called "minutemen," because they held themselves ready for duty at a minute's call.

Powder and guns were stored at Concord, a little town some miles from Boston.

The British found this out, and planned to take these stores.

But at a quaint little tavern, called the Green Dragon, Paul Revere and a friend of his had been on the watch.

"The British are planning to

for your signal there," said Paul Revere, "and you climb up the church tower and watch."

You can climb up that very tower to-day. It is the tower of the Old North church.

And perhaps you will "frighten the pigeons from their perch," just as the man with that lantern did, so long ago!

"If you see the British start to move, by land or the water," said Paul Revere, "hang out a lantern for a signal to me."

"One if by land, and two if by sea,
And I on the opposite shore will be
Ready to ride and give the alarm
To every Middlesex village and farm."

So the two waited and watched.

By and by the watcher saw the British go down to the water. They were going by boat.

So he hung the two lanterns in the belfry window.

The instant Paul Revere saw the signal he sprang to his horse, and away he went.

And this was the famous

"Midnight ride of Paul Revere."



CONCORD BRIDGE

You all know and love the poem, I am sure.

Fast he rode through the night, waking up the farmers and rousing the towns.

"The British! the British are coming!" he cried. "Wake up! Wake up! To arms!"

So the people in Lexington and Concord were soon wide awake, and every minuteman was ready with his musket.

How surprised the British were when they found the people of Lexington and Concord ready for them! For most of the stores had been moved and hidden away.

"Somebody must have warned them," they said.

Yes, indeed, someone had—our brave Paul Revere!

It was at the bridge just beyond the Old Manse which you can see to-day, that

the first battle of the Revolution was fought.

It only lasted a few minutes, but it was a famous one.

Near the bridge stands a stone monument. There is a figure of a minuteman on it.

Can you read what it says on the stone? It tells you that here was

"Fired the shot heard round the world."

For it was the first battle of the great Revolutionary war that made us free from England.

And that is why we celebrate Lexington Day, and why we can never forget that

"Midnight ride of Paul Revere."

And because of the brave patriots this beautiful country of ours is to-day

"The land of the free and the home of the brave!"

LITTLE STORIES FOR LITTLE FOLKS

JEAN HALIFAX

APRIL, THE "MONTH OF STARS."

Such a pretty name as the Indians have for the month of April! They call it the "Moon of Starry Nights." The Indians use the word "moon" for "month," you know. Look up at the sky some night when it is clear, and see if the Indians are not right. You will find April blossoms up in the trees, for the trees bloom before the little ground flowers do, you know. And up in the sky are the "blossoms of heaven." You remember how the stars are called, in the beautiful story of "Evangeline," "the forget-me-nots of the angels." Isn't that a pretty thought?

WHERE THE EASTER LILIES GROW.

Down South, in Bermuda, is the "land of the Easter lily." The lily and the onion are the two chief resources of the people of the Bermuda Islands. They are an odd couple, are they not?

The lily bulbs are planted in the late fall or early winter, in long rows in the fields. By January the plants are a few inches high. In March they grow very fast indeed, and are ready to be shipped for the Easter trade. When you go to the islands some day, you will land at Hamilton. It is from the docks there that the lilies are shipped to the United States. And you must go up to the top of the lighthouse. There you will see, like little dark specks, thousands of black men and boys working in the lily fields. But the lily fields are not like the ones you see at home. They are dazzling white, great fields of snow, with the green of the country all around them, and the blue of the sea beyond. It is a beautiful sight, and one that you can never forget.

A LITTLE APRIL GIRL.

Why do you suppose mamma calls Alice her little "April girl"? I am sure you will guess that it is because she pouts and cries so much. Her brother often teases her about it. Sometimes, when she starts to cry, he will run for a pail or tub, "to catch the tears," he says! That makes Alice smile. Then Arthur pretends to feel much relieved. "So many 'April showers' might make another flood, you see," he tells Alice.

FUN ON APRIL FOOL'S DAY.

Such nice April jokes as Ted played this last April Fool's day! He fooled old Mrs. Green, who lives all alone on the edge of the town, by cutting up a basket of kindlings for her and hanging it on her door-knob. "She'll think it is a May-basket," he said.

Mary Jones was lame, and had to sit in her wheel-chair, alone, many hours. And the time seemed very

long to her, and she was often very lonely. Ted hung an April Fool May-basket, with a little pot of primroses that he had bought at the greenhouse, on her window-blind when she was not looking out. He knew it was hard for her to wheel herself through the hall to the outside door. He fastened a nice new story book to the basket, and then rang a cow-bell under the window, and darted around the corner of the house before Mary could look out of the window and see him. How she enjoyed that joke!

A DISH OF APRIL FOOL NUTS.

Ted "fooled" the teacher, too. And he persuaded all the other pupils to help in the joke. He saved a lot of English walnut shells, neatly halved. Each pupil wrote the very best "compo" he could, folded the paper as small as was necessary, and tucked it into the shell, and then pasted the halves together. Then Ted presented the dish of nuts to the teacher. How she laughed when she started to crack them! The "compos" meant a good deal of work, she knew. And she was so pleased that she said she would like all the April days to be "fool" days—at least, that kind.

A QUEER PET.

Away off in North Borneo there are jungles where the rhinoceros lives. The house of the governor is near a jungle, and one morning a baby rhinoceros wandered out of the jungle and came up to the house. The servants caught it, and the governor's wife kept it for a pet. The little captive has grown very tame. He drinks sixteen quarts of milk a day, and has become very fat. He is not large, like a full-grown rhinoceros, but looks more like a queer-shaped hog. But he has a horn and piggy hasn't. The little rhinoceros loves his mistress, and follows her around like a dog. But he is not a pretty pet.

GOSLINGS FROM MINNESOTA.

Madge lives in the East, and had never heard of flower goslings, and so, when a package came from her cousin in Minnesota, she did not know what the odd, soft little blossoms were. But the next day a letter came telling what they were.

"They are little wind-flowers," wrote Carrie. "I have never seen them anywhere but in Minnesota. Feel how soft and downy they are. Don't they look like little elf-land chickens or goslings? And they are the same color, too. The children here all call them 'goslings.' Aren't they dear wee things?"

PEACE DAY

PEACE DAY EXERCISE

JANE A. STEWART

[Let the room be decorated with flags. An American flag bordered with a band of pure white constitutes a peace flag.]

Opening Song, "Peace Day." Tune: "Marching Through Georgia."

Oh, when is Peace day coming? We would welcome that glad day

When men would give up fighting and put all their guns away,

When peace would reign in every land, and this is what we pray.

CHORUS.

Hurrah! hurrah! for Peace day now is near.

Hurrah! hurrah! now let the day appear.

The children will be happy when the day of peace is here,
For war will then be ended.

Recitation, "Just a Little Olive Branch" (for three children).

[Arrangements might be made for a suspended cord or frame on which they may place or fasten the "olive branches" or pieces of evergreen which they carry.]

First child (holding up olive branch).—

Just a little olive branch,

Very small indeed;

Hang it up, and maybe then

Men who fight will heed.

Second (holding up olive branch).—

Just a little olive branch,

Do you its meaning know?

Hang it up, and maybe then

It will bud and grow.

Third (holding up olive branch).—

Just a little olive branch,

It stands for lovely peace;

Hang it up, and maybe then

Wicked war will cease.

Recitation and Chorus, "How Peace Day Began."

[A semi-circle of children is formed on the platform to sing, or the whole school may sing the chorus.]

Chorus. Tune: "Joy to the World."—

"Joy to the world, the Lord is come,

Let earth receive her King;

Let every heart prepare Him room,

And heaven and nature sing."

First child (recites).—

The Russian czar a while ago

Sent out a timely call;

He sent it to the rulers great,

To nations one and all.

Second.—

He said: "Why have these awful wars?

Think of their frightful cost,

Think of the money wasted,

Think of the good lives lost."

Third.—

That call made many rulers feel

War is an awful mess,

They met to see what could be done
To make its terrors less.

Fourth.—

They talked the question over.

Why cannot fighting cease?

And they began the movement

To give the world glad peace.

CHORUS.

"Joy to the world, a Saviour reigns,

Let men their tongues employ;

While fields and floods, rocks, hills, and vales

Repeat the sounding joy."

"Great Men Who Worked for Peace" (for thirteen children).

First child—Our American poet, John G. Whittier, wrote beautiful poems for peace.

Second child—William Penn, who founded the great state of Pennsylvania, was a great peace maker.

Third child—Abraham Lincoln wanted peace more than he did war.

Fourth child—So did the great general, Grant; he said: "Let us have peace."

Fifth child—George Washington, the Father of our Country, favored peace.

Sixth child—Most of our great generals, because they saw the awful effects of war, wanted peace.

Seventh child—The great English statesman, Gladstone, declared for peace.

Eighth child—So did Richard Cobden, another famous Englishman, and John Bright.

Ninth child—Great writers have worked for peace. Victor Hugo of France was one.

Tenth child—The great Russian, Count Tolstoy, was another.

Eleventh child—Jean de Bloch is the name of the French writer whose book on the cost of war caused the Russian czar to call the first peace conference of all the nations.

Twelfth child—The Baroness von Suttner of Austria is a living peace worker. She wrote a great peace book, "Lay Down Your Arms."

Thirteenth child—There are many other great living workers for peace. Among them is Andrew Carnegie, who built the great peace palace which will soon be completed at The Hague, Holland.

Questions (by a girl).—

Why do nations war?

Why do the soldiers fight?

Isn't it an awful thing?

Why do men think it's right?

Why do they build those warships?

Don't they cost a lot?

Why do they sail them on the sea?

Do they need them? And for what?

Why do they make big cannon?

Why do they fire shot?

Do not men like each other?

If so, why do they not?

[Continued on page 302.]

MR. WINSHIP'S CONVERSATIONS.

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school life, to the teacher's attitude toward that child and toward her work, to the course of study and its administration. A non-promoted child is a warning signal for teacher, principal, and superintendent, just as a burn, toothache, or other physical pain is a warning signal.

Definite Focus

School work must, more and more, have a definite purpose. Every week's work must be focused. The teacher, under the guidance of the principal or superintendent, must know the definite purpose of her work beyond the recitation achievement.

I have been greatly impressed by my study of the famous lumber interests of Washington.

The highest paid man in the whole outfit is the "head faller." Two men fall a tree. In work, one does about as much as the other. If there is any distinction, the "second-faller" does the most work, but the head faller gets nearly twice as much pay.

Why? Because he is responsible for having the tree fall just where it is desirable that it fall. In a vast forest, with trees 300 feet high and ten or twelve feet through, it is not easy to know where it can fall without injury to itself or to other trees. A tree is often far out of plumb. Sometimes it leans thirty degrees away from the angle at which it should fall.

By the skilful use of wedges while sawing they can make a tree lie precisely where they wish.

The "second-faller" drives the wedges and makes it fall in just the right place, but the head faller, who does not strike a wedge, gets the big pay, for he knows where the "second-faller" should place the wedges and just how hard each should be struck to direct the forest giant to its place among the other trees.

So in school work, the real science and art in education is in knowing where to place a knowledge of number, science, language, etc., in a child's school course, and what emphasis to give each from week to week in order to achieve the right results in the life work of the child.

Heeter to Pittsburgh

The election of Superintendent Sylvanus L. Heeter of St. Paul as superintendent of Pittsburgh, at a salary of \$9,000, is one of the most important promotions of the year, or of any year. Its only rival is that of Kendall of Indianapolis, who became state commissioner of New Jersey. Mr. Heeter was grammar school supervisor of Minneapolis six years ago. He has been six years superintendent of St. Paul, and on March 1 he went on duty in Pittsburgh, one of the most important superintendencies in the country, with one of the highest salaries in the country.

The new code of Pennsylvania united Pitts-

Pensions do not prevent increase of salaries in the United States.

American Institute of Instruction, July 2-3-4-5, North Conway, N. H.

National Education Association, Chicago, July 6-12, 1912.

Life is more complete than it was when the "three R's" were all sufficient.

In at least twenty-seven cities there is an efficient and helpful Mothers' Congress.

Florence Kelly is reported to be advocating a woman superintendent for New York city.

More than ever before the work of the teacher is of world-wide importance and of lasting value.

The N. E. A. Volume for 1911 is out. It is a book of 1,165 pages, well filled with valuable matter.

Dr. Claxton is surely a-doing things. What a lively pace the Bureau of Education has struck all at once.

The one person who cannot be pardoned for worshipping the good old times is the teacher, or other educator, who has to do with children who must think, act, and choose in the future.

The state superintendent of schools in Texas proposes to interest all the school principals and school superintendents in a special campaign for general participation in athletics and play.

One of the latest and best ways of toning up the artistic taste of pupils is to have several pictures brought to the school and left for several days while they make choice as to the best in their estimate.

In case of non-promotion, prompt attention should be given to the child, to his out-of-

burgh and Allegheny, and provided for a small school board, fifteen in number. Mr. Heeter is certainly to be congratulated upon the opportunity for educational leadership which has come to him, and Pittsburgh for settling what was getting to be an annoyance to the board.

Holiday Celebrations

Holiday celebrations are to be of special educational and civic value hereafter. It is not accidental or incidental that these holidays have so greatly increased. They fill an especial public need.

Holidays are easily classified.

The educational holidays are: Arbor Day, Bird Day, May Day, Lincoln Day, Columbus Day, Washington's Birthday, and Thanksgiving Day.

The religious holidays are Christmas and Easter.

The civic holidays are: Memorial Day, Fourth of July, Labor Day, Flag Day, and Peace Day.

Many of the educational days have patriotic and civic value.

There are also various local holidays, as the Seventeenth of June and the Nineteenth of April in eastern Massachusetts.

Practically all of these are good for school celebrations.

Are there too many?

Yes, if all are celebrated every year, but not if they alternate or are merged.

Bird Day and Arbor Day can be well celebrated at the same time. Lincoln Day and Washington's Birthday should alternate. Flag Day, Memorial Day, and Peace Day should be merged.

At least every other year each holiday should be elaborately celebrated.

The Bright Side of Travel

These questions are often raised: "Do you never tire of seeing wonderful things in your travels?" Never.

"Does travel never become monotonous?" Never.

"Are there no sections of the country in which you find nothing interesting?" None.

"Do not disagreeable people annoy you?" Never.

This is not saying that there are not hardships in travel at times, that there are not times when one breaks joints at bad places. There is scarcely a week in which something does not go wrong, as, for instance, when I changed trains five times in one night, but of these I never talk or write or think after they are over. Life would not be worth living if I thought twice of disagreeable persons or experiences.

Minimize the discomforts in persons and places and forget instantly and forever the disagreeable except where you can see the funny side of such persons and happenings, as, fortunately, I can.

Nine-tenths of all the people who have tried to make me uncomfortable have furnished about nine-tenths of my best amusement in life. The

other tenth were forgotten before the sun went down.

As a result travel is one panorama of beauty, wonder, and delightful experiences. Life can be a holiday three hundred and sixty-five days in the year if one wishes it to be.

Fruit of Home Work

In the city of McMinnville was a girl whom nothing had benefited. She was in the high school, but she would not do her work in algebra. She said she couldn't.

Promotion would be wholly out of the question, and she seemed not to care. She was on the street late into the evenings, and would not study at home. The mother was ill and had no control of the girl.

The principal said that students could substitute home work for half of the assigned ten daily problems in algebra, and this girl was told that if she would get supper, do up the work after supper, make the beds after school, and get the breakfast it would count for five of the ten problems in algebra.

She did all this home work and more and stayed in evenings and did the whole ten problems and kept three days ahead of the class in problems. At home and at school she was transformed. School appreciation of home work was the cause of the transformation.

Chicago Salary Jump

Chicago's noblest act is the raise, by unanimous vote, and without discussion, of the salaries of all teachers. The 250 kindergartners alone were excepted in this increase. The total amount of increase is \$600,000. The scales of increase vary for the different grades of teaching, ranging in increases of from \$100 to \$500. Most of the scales provide for a gradual increase to the maximum, raising the wages from \$50 to \$100 on the year from the minimum to the maximum, which is reached in most cases in four years. Some teachers are to receive \$100 increases of salary every year until the maximum is reached, at eight or nine years.

The changes are to be effective at once. Teachers who have already reached their old maximum salaries and have served long enough to be eligible under the new maximum schedule will receive the new salary.

In addition to the raises in salaries for the regular teachers, the salary of Robert Smith, manual training supervisor, was increased from \$3,500 to \$4,000. Henry Suder, supervisor of physical education, received the same increase.

In raising the maximum wages, the minimum wages are raised, also. In several cases new teachers, just beginning work, will receive for their salaries what former teachers received as the maximum, after several years of service. This is one of many notable achievements of the present administration.

PEACE DAY

[Continued from page 299.]

Why don't the people stop it?
 Why don't they stop the wars?
 When I grow up I'll stop it—
 I'll help to make the laws!

The Peace Brigade (a drill for six to a dozen boys).—

[They come marching in, single file, carrying flags, singing to the tune: "See the Farmer in the Field."]

We are the trusty Peace Brigade,
 To speak for peace we're not afraid;
 With all our hearts we'll give it aid,
 We want no more of fighting!

Chorus (waving flags).—

He! he! ha! ha! ha!
 He! he! ha! ha! ha!
 He! he! ha! ha! ha!
 Ho! ho! ho!

Away with the deadly sword and gun!
 Away with them quickly, every one!
 Our war-cry is: "Bad war, begone!"
 We want no more of fighting!—Cho.

We're out for peace and out to stay,
 And we truly mean just what we say;

We'll shout and work for it each day,
 For peace in every nation.—Cho.

"Ring It In" (bell drill for Peace day).—

[This drill is for eight little girls provided with small hand bells. Air: "Lightly Row."]

All Sing.—

Let them ring, let them ring,
 Let the bells of Peace day ring,
 Sweetly ring, sweetly ring,
 War will be no more.

[The children (who have held the bells quietly behind them) march, singing "Tra la la, tra la la," to the same melody, and ringing the bells after each verse.]

Hear the bells, hear the bells,
 What is it their ringing tells?
 Hear the bells, hear the bells,
 Hear them when they ring.

Sweetly ring, sweetly ring,
 Happy bells of Peace day, ring,
 Sweetly ring, sweetly ring,
 In the day of peace.

Bring it in, ring it in,
 We can help to raise a din;
 Bring it in, ring it in,
 Ring in the day of peace.

NUMBER WORK

Add by *twos*, from 1 to 51. By *sixes*, from 6 to 66.
 from 2 to 50. from 1 to 55.
 By *threes*, from 1 to 52. from 2 to 50.
 from 2 to 53. from 3 to 51.
 from 3 to 51. from 4 to 52.
 By *fours*, from 4 to 52. from 5 to 53.
 from 1 to 53. By *sevens*, from 7 to 77.
 from 2 to 54. from 1 to 50.
 from 3 to 55. from 2 to 51.
 By *fives*, from 5 to 100. from 3 to 52.
 from 1 to 51. from 4 to 53.
 from 2 to 52. from 5 to 54.
 from 3 to 53. from 6 to 55.
 from 4 to 54.

This is the best possible number work for the time required.

Practice daily on these examples until every child is absolutely accurate and fairly rapid.

2	2	2	5	3	4	2	6	2	2
3	2	4	2	2	2	5	2	7	6
—	—	—	—	—	—	—	—	—	—
7	2	9	2	3	2	2	7	2	9
2	8	2	2	2	9	5	2	8	2
—	—	—	—	—	—	—	—	—	—
8	7	2	2	2	7	2	2	9	6
2	2	9	7	8	2	6	5	2	2
—	—	—	—	—	—	—	—	—	—

Practice with the same persistency, and for the same ends, with the following examples:—

2	2	2	2	2	2	2	2	2	2
3	4	5	6	7	8	9	3	4	5
2	2	2	2	2	2	2	2	2	2
—	—	—	—	—	—	—	—	—	—
2	2	2	2	2	2	2	2	2	2
6	7	8	9	3	4	5	6	7	8
2	2	2	2	2	2	2	2	2	2
—	—	—	—	—	—	—	—	—	—
2	2	2	2	2	2	2	2	2	2
9	8	7	6	5	4	3	9	8	7
2	2	2	2	2	2	2	2	2	2
—	—	—	—	—	—	—	—	—	—

How many letters in your first name?

In your last name?

In the teacher's last name?

In the name of the school?

In the name of your street?

In the name of the town?

How many letters in your first and last name?

In the name of the teacher and of the school?

In the name of the street and the town?

How many are 2 and 3? 2 and 4? 2 and 5? 2 and 6? 2 and 7? 2 and 8? 2 and 9?

How many are 3 and 2? 3 and 3? 3 and 4? 3 and 5? 3 and 6? 3 and 7? 3 and 8? 3 and 9?

How many are 4 and 2? 4 and 3? 4 and 4? 4 and 5? 4 and 6? 4 and 7? 4 and 8? 4 and 9?

How many are 5 and 2? 5 and 3? 5 and 4? 5 and 5? 5 and 6? 5 and 7? 5 and 8? 5 and 9?

How many cents in a dollar?

in half a dollar?

in a quarter of a dollar?

in a dime?

in a nickel?

How many dimes in a dollar?

How many nickels?

How many dimes in half a dollar?

How many nickels?

How many nickels in a quarter?

How many days in a week?

in two weeks?

in three weeks?

in four weeks?

How many week days in a week?

in two weeks?

in three weeks?

in four weeks?

What part of a school week are three days?

are two days?

are four days?

is one day?

are five days?

MISS LACEY'S TALKS

V. WINIFRED LACEY, M. PD.,

Ishpeming, Mich.

THE PRIMARY TEACHER IN THE SCHOOLROOM



N almost every town and city these questions are often asked: "Why is Miss Brown such a fine, successful teacher?" and "Why is Miss Jones a failure?" In looking over the corps of teachers in any district, we find a large percentage who belong in Miss Brown's class. But we find altogether too many enrolled in Miss Jones's class who could, with a strong effort on their part, be soon transferred to Miss Brown's class. It is generally agreed that to be a successful teacher we must at all times and in all places consider the actual conditions which exist where we teach. Every teacher who hopes to make a success must know the parents of the children, must know about the home life, and then there must be a community co-operation in her work. It should be the aim of every teacher, regardless of grade, to bring the home, the parents, and the school life into actual co-operative thought. The successful teacher will continually devise ways and means of sending the children home brimming full of happy spirit from the teacher. Here is where you unconsciously win the hearts of the parents. Sometimes there may arise a little misunderstanding between child and teacher or parents and teacher, but if you exhibit the proper spirit and make an attempt to explain the trouble, you will perhaps not only win the respect and co-operation of that one parent, but probably of the whole district.

Many of the demands and requirements of parents come from lack of understanding the real conditions of the school. It is natural for the father or mother to see the home side and the child's side and to consult their own convenience when Charlie comes home and tells his side of any difficulty. But it is also a fact that mothers and fathers desire the best good of their children, and a little explanation by the teacher will secure hearty co-operation. We must remember that a note, a kind word on the part of the teacher, will make a great many things right, and cause harmony for you as a teacher. Such a teacher will have the co-operation of all parents; she will have the love and respect of all the children, and her work will be attended by more sunshine and fewer clouds. Such a teacher will be well prepared to live, love, and enjoy the room full of little children which it will be her pleasure to work with during the school year. Regarding the schoolroom environment, many rooms will be beyond the suggestion of an improvement or change, while others will require hours and days of planning to make them satisfactory. But the average schoolroom can be made inviting and attractive if the teacher will give it a little consideration.

Every schoolroom contains the regulation teacher's desk, chairs, waste-paper basket, etc., all of which are movable. It is amusing to notice

how often we see the stereotyped form of the teacher's desk placed directly in the front of the room, a chair placed very stately on either side and a third one placed directly behind the desk and always occupied by the teacher. Taking another glance at this room, we find the waste-paper basket occupying the most conspicuous place in the front of the room, perhaps at one side of the desk, or the most prominent corner in the back of the room, so that it is the first and most prominent thing to meet the eye of the visitor. Teachers who approve and use this arrangement of their room are always the ones who complain because the front space does not admit of the children being brought to the front of the room to recite or for some special explanation, which is necessary in almost every schoolroom a dozen times a day. Right here it might be suggested that better results can be obtained if the children can be accommodated for class instruction in the front or some other part of the room, which requires them to leave their regular seats. Children tire of sitting so long, and the change for a recitation will relieve them so greatly that they will give better attention to the class instruction because of the change. It is also a more interesting way to give board work, and there will be no chance of any child straining eye or ear to see and hear what is being presented. You have in such classes the best form of involuntary attention, and the children are naturally much more interested in what you have to offer. If teachers will move their desk off to the side of the room, or diagonally across the corner, it will be found just as convenient, and will thus occupy a much less conspicuous spot. The basket should be placed under the desk, to be visited but rarely by children. Visiting the basket is one of the most annoying practices, and yet one of the most common in the schoolroom. This should not be allowed in a well-disciplined room. It is true that children must dispose of paper, but this pernicious or lavish use of paper should not be allowed. It is the business of the teacher to know how paper is used and how and when it should be disposed of. Children should not be allowed to tear out sheet after sheet, crumple it, deposit it in the desk, to roll out every time anything is taken from the desk. It is a slovenly habit, and yet the average child takes delight in it. It is wise to offer directions and enforce them regarding this paper nuisance, and in this way the numerous trips to the basket will be dispensed with, and it will add greatly to the discipline of the school. Children should be taught that there is a time to take care of waste paper, and to attend to it at the proper time. They should also be taught that they can be of service in helping to make the room attractive. They must keep their desk neat at all times; the floor must be free of waste paper; ink spots should have no place on the floor; the

dusters should be given daily attention, and the blackboards kept fresh and black. If painted or natural slate boards are used, an occasional coating of ordinary good black ink will renew their freshness.

When considering the subject of art for the average schoolroom it is wise to remember that one good subject is worth a dozen worthless subjects. It is true that many of our publishing houses offer an unlimited supply of very beautiful and artistic things in the art line. If you have a limited supply of money at your command, and if the ordering of pictures is left to you, get the very best, even if you can have but a few. We should very carefully consider the grade and age of children who are to enjoy the pictures. Select the ones which you feel will be the most interesting; have them framed artistically, and be sure to hang them so that the light will fall on them to the best advantage.

Another suggestion which adds greatly to the discipline of a room is the arrangement of the hall space and good hall discipline. Many teachers forget that some of the cases of discipline have their very beginning in the hall; therefore it is necessary that the subject of hall discipline receive careful consideration. It is wise to have little primary children pass out, get their wraps, and pass back. Give each child his individual hook in the wardrobe. Hooks can easily be assigned according to the order in which they march out, so that it will not be necessary for one child to step out of line while in the wardrobe. In this way it is possible to have a continuously moving line, and the result will be good discipline. According to this plan the children who come in first from the wardrobe are practically ready to march out when the children who were the last to march out are in the room from the wardrobe. It is also a good plan to have the children bring in their overshoes and rubbers and keep them in the warm room under their seats, to be put on before they go to the wardrobe to get their wraps. Having little children pass to the wardrobe to get their wraps is good for the reason that they need assistance in getting into them. This is especially true during the winter months. Always see that children are well wrapped. The hall or wardrobe is usually small and crowded, and it is impossible for the average teacher to help many children. Boys should be taught that they can be of service in helping the girls get into their coats, etc. Boys, as a rule, are quick to get into their wraps, and we would have more men with better manners to-day if they were taught the ordinary courtesies earlier in life.

The average dismissal should be as orderly as the recitation. Any primary teacher should be able to have a class of fifty or sixty put on rubbers, pass out to wardrobe, get wraps, pass back, put on wraps, and march out in less than two or three minutes. It is time well spent, and you will be much pleased with the discipline attending such an arrangement.

There are many other things which add greatly to the appearance of a schoolroom and to the happiness of both teacher and children, but space

will not permit. If the above few suggestions will receive the consideration of the average primary teacher, she will be surprised to find the children are much more deeply interested in school, their attendance is more prompt and regular, and you are at the same time making easier for yourself as the teacher that burden which is the constant source of worry to the average primary teacher, discipline. The old saying, if you cannot discipline you cannot hope to teach, is only too true in ninety-nine per cent. of cases. Discipline is the foundation stone of good teaching.

LITTLE BO-PEEP DRAMATIZED

VIRGINIA BAKER

[Characters: Little Bo-Peep, a girl; a Child, boy or girl; the sheep, which may be girls and boys. Little Bo-Peep wanders up and down the aisles deep in thought. While so doing the sheep run away (out of the room if possible). When Bo-Peep looks up and finds them gone she begins to cry. Enter the child, who approaches her sympathetically.]

Child.—

Oh, tell me why
You sadly cry.

Bo-Peep (tearfully).—

I'm little Bo-Peep,
I've lost my sheep,
And can't tell where to find them.

Child (soothingly).—

Leave them alone,
And they'll come home,
Wagging their tails behind them.

[Child goes out. Bo-Peep cries herself to sleep. After a time starts up and exclaims to the child, who re-enters].—

Oh, dear! Oh, dear! Oh, dear!
I dreamed my sheep were here;
Alas, when I awoke,
I found my dream a joke.

Child.—

Why don't you take your crook
And for your lost sheep look?

Bo-Peep.—

Yes, that is what I'll do,
Thanks, many thanks, to you.

[She catches up her crook and begins to search about the room. While she is searching the sheep reappear. Bo-Peep drives them toward the child, exclaiming].—

See, see, I've found them all,
White, black, and large and small.

Child.—

I am so glad, Bo-Peep,
For now you need not weep.

[Child and sheep form a circle about Bo-Peep and sing or recite "Little Bo-Peep."]

The Teacher's Desk

The teacher's desk should be made as attractive as possible.

It should be kept clean, well dusted, well arranged, and well equipped.

It should be supplied with

- A good foot-rule.
- A good, clean, well-filled ink bottle.
- A good pen.
- A good pencil well sharpened.
- A neat eraser.
- A bottle of mucilage with good brush.
- A box of rubber bands.
- A dish of pins.
- Pads of paper.
- Writing paper and envelopes.

Let the desk be attractively and conveniently appointed.

MUSIC IN RURAL SCHOOLS

MYRA K. PETERS

Lead, South Dakota



As the year draws to its close in school work, these queries should arise: What have I accomplished? Have I given the best in every action, word, and study presented?

Have the results fully met my expectations? If not, why?

I intended mentioning to you last month two things that have been of immense value to me in my work in two different primary grades in the city. One teacher made a tiny sketch of the first song taught in her room last fall upon the upper part of the blackboard. Then there followed in miniature sketch after sketch of each song taught (as they came in season and correlation with other subjects taught) during the entire semester.

The room has a large enrollment. When she is busy and the children need relaxation they begin with number one and sing the entire semester repertoire. These were erased after Christmas, and are now being replaced with the second semester's outline of song work, each sketch appearing as a new song is presented.

Of course you see at once just what that means to both teacher and pupils. They are occupied most delightfully to them; the review means a lasting impression of subjects taught, a perfection in rhythmic work, a perfection in blending of voices which cannot be excelled anywhere, and produces a wonderful chorus of children's voices.

On entering the room from recess these children begin singing, and continue while their teacher is bringing in the "tardies," attending to the regulation of ventilation, and the details necessary to begin the class work.

The other matter is this: Still another teacher in the primary department arranges her outlines for music and all music material in an old book cover clinched with large brads, each season's work by itself, arranged as it comes in outline order.

There is never a need to hunt for material; it is there, ready to use at a moment's notice.

The month of April suggests many subjects of interest to the children. The first week is Easter; then follow pussy willows, rain, green grass, daffodils, tulips, robins, frogs, etc.

I have tried to give you a little of each of these subjects. With the limited time you have, it is difficult to give much variety, and still give each subject the thorough work it should have.

APRIL—FIRST WEEK.

Review Easter music.

"Spring Song," p. 17, Modern Series.

"Pussy Willow," p. 66, "Lilts and Lyrics."

"In Spring," p. 73, Modern Series.

Studies, p. 73

"A Mystery," p. 72.

Scales with different note values.

SECOND WEEK.

"The Daffodil Lady," p. 69, "Lilts and Lyrics."

"Joys of Spring," p. 94, Modern Series.

Chromatic scale ascending.

THIRD WEEK.

"The Rainy Day," p. 36, Churchill-Grindell Book II.

"The Frog," p. 45, Churchill-Grindell Book II.

"Fair Snow White," pp. 74-75, Modern Series.

Chromatic scale descending.

FOURTH WEEK.

"A Spring Love Story," p. 34, Churchill-Grindell Book II.

"Goodnight," p. 157, Modern Series.

Study p. 81.

Teach simple triads.

In Detail.—In our work we must create desire, demand attention, then industry follows with participation.

Of course you are keeping before you that every lesson has its introduction in certain preliminaries,—your vocal drill, scale drill, tone matching, rhythmic work in picturing, swinging, clapping, etc.

In each month's outline there has been material furnished for all of the above work.

The first week a good review of Easter music. Then follows "Spring's Coming," p. 17, good for entire school, a good study in rhythm. "Pussy Willow" on p. 66, "Lilts and Lyrics," for the primary, but will be enjoyed by the entire school, and furnishes material for drawing and painting. "In Spring," p. 73, Modern Series, a two-part song for the older pupils.

I would advise teaching the alto first, having the entire room sing the alto while you sing the soprano. Then, as before, gradually gain strength by having the lower voices take the alto and balance of room the soprano. I am sure that if your work has been honestly, conscientiously, and intelligently given all the year your pupils are sufficiently strong to do this, and do it well.

"A Mystery," p. 72, for entire school, older pupils reading by note, the younger ones learning by rote.

Give your scale drills with different note values. For instance, sing a scale written in 2-4, then 4-4, 3-8, 3-4, 6-8, etc.

When children are reading by note snap your fingers in the middle of a phrase. Have some individual tell you the position on the staff, the value of the note, the syllable and letter name. It helps to clinch when each pupil feels that he personally is responsible for the story called for. We sometimes call it the "family history" of some particular note. Occasionally, when the room is tired, sing a grouping of notes with syllable la, letting them respond with syllable scale names. Chil-

MANUAL OCCUPATIONS

Two Sofa Cushion Covers

N. M. PAIRPOINT



WHEN our forefathers were settling in New England, there were no big factories and mills from which to buy all the things needed at any time.

Most of us, if transported backward for 150 years and placed in a well-to-do and comfortable homestead of those days, would be quite at a loss how to either feed or clothe ourselves.

To know how to make a suit out of a heap of recently-shorn wool would be a puzzling proposition, but that is what the women of that period did.

To clean and comb the wool was a very ordinary task, and spinning was done daily by every child. To-day the spinning by hand, with the aid of a spinning wheel, is almost a lost art. Then every well-appointed house had a "loom room," just as a sewing room is often included to-day.

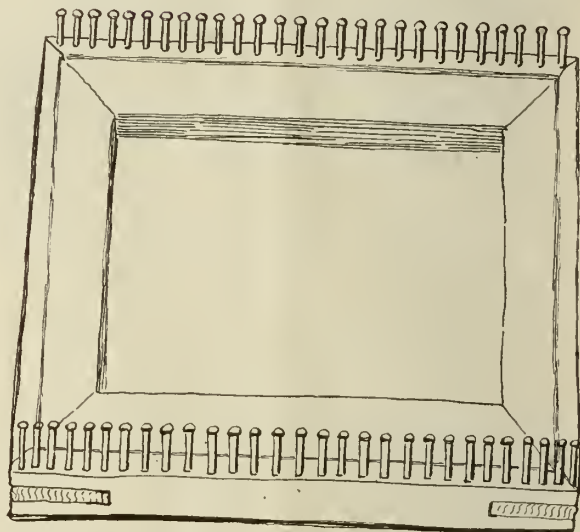
The women and girls of the household spun their own thread for all purposes,—knitting, sewing, and weaving,—and frequently the weaver of the locality was hired for a few days or weeks once or twice a year to come and make up the cloth for the family use. The weaving was often done by men, as the looms were large and the work was heavy, but not always.

Our schoolroom work in weaving can be made the text for giving the children a great insight into the home life of a former generation, when hand work was the only thing in existence, and suits of clothes lasted half a life-time.

As a problem for the weaving, which possesses greater possibilities than the usual rug for the doll's house, but is a logical sequence to it, a series of small squares may be woven and sewed together to make a sofa cushion cover.

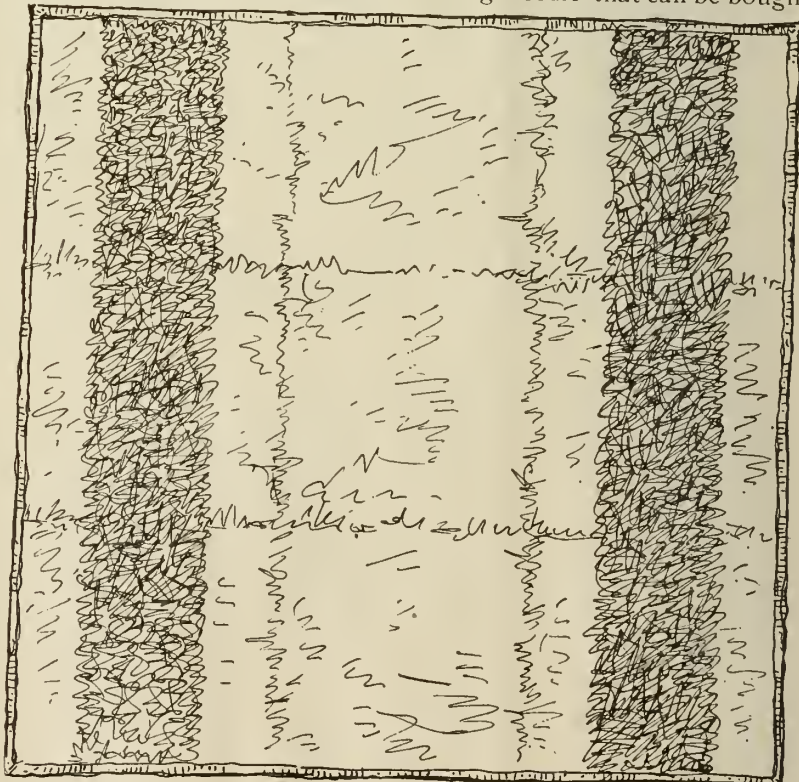
A cover eighteen inches square can be made from nine six-inch squares, and the loom and materials for small work are much easier to care for than a large frame.

These can be made on a cardboard loom, made from board the size of the object, with slits one-quarter of an inch deep and the same distance apart at two edges; or, a wooden loom can be made from a stretcher for canvas used in oil



LOOM MADE FROM AN OIL PAINTING STRETCHER painting, six inches square, with a row of wire nails driven in each end, a quarter of an inch apart.

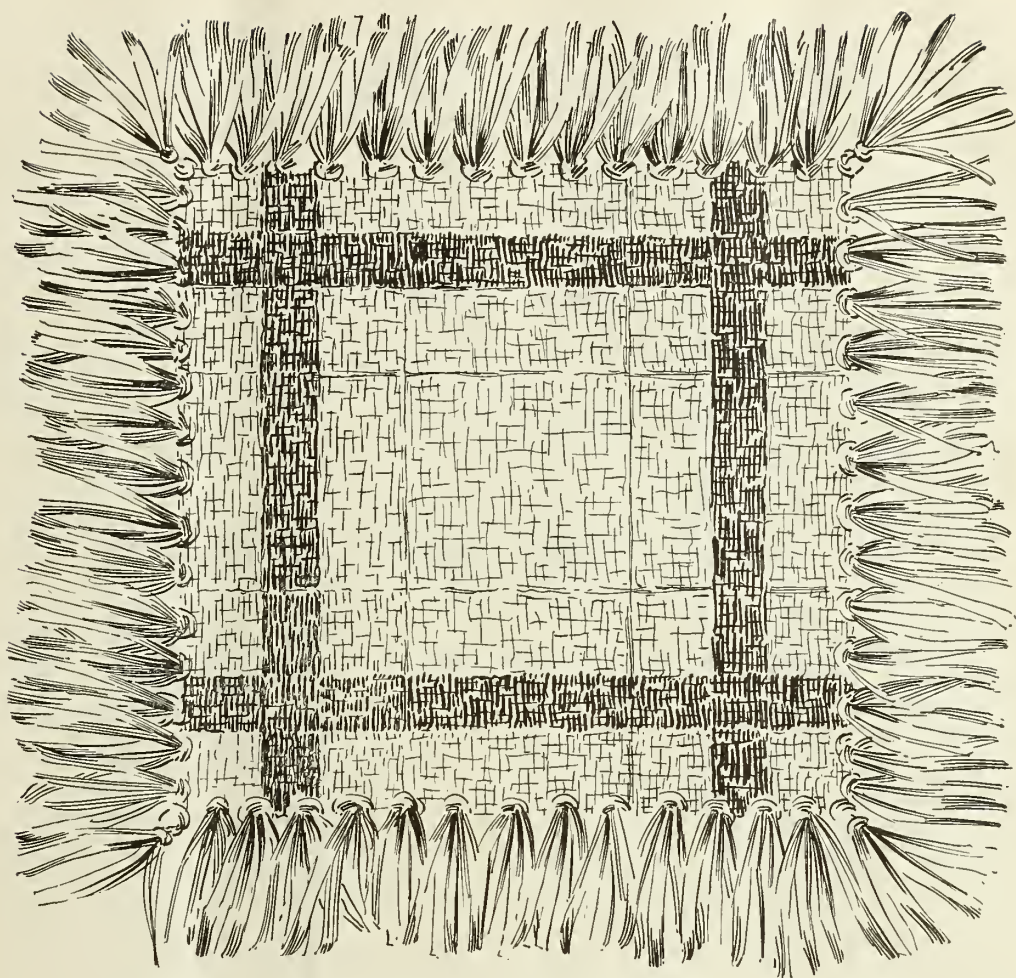
The weaving can be done with the fingers or with a wooden weaving needle that can be bought



A CHEESECLOTH COVER, SHOWING THE SMALL SQUARES IT IS MADE FROM

or can be made in the manual training room.

These covers may be made entirely of raphia, the loom threaded with it, and the weaving in the



RAPHIA COVER WITH FRINGE

same material. Quite unique effects can be obtained by threading the loom with strong white twine, and weaving with white or cream-colored cheesecloth and colored stripes of cheesecloth used for the pattern.

In order that the pupils may understand clearly how the cover is to be made, have them draw a six-inch square and divide it into two-inch spaces. Each two-inch square will represent a square to be woven.

For the first effort have a design arranged with a stripe at each end. This will leave three plain squares for the centre. In the second design have a plain line used as a border running right through the outer squares, leaving one plain one for the middle.

String the loom through each cut if a cardboard one is used, or around each nail if a wooden one, as it is best to have the threads quite close, making the work much stronger and firmer.

Cut the cheesecloth into bias strips one inch wide, and have the pupils run them through their hands once or twice to slightly fray the edges.

Have the first weaving done on one of the plain squares, as it will give the chance to learn the process before any thought is given to working a design.

Start the first strip of cloth about the middle of the threads, so that the end will not be on the edge of the square. Work over one and under one until the edge is reached. Return in the same way, going under the thread that the previous row was over.

Care must be used at the edges to prevent drawing the threads together, especially in the middle of the side. Sometimes a steel knitting needle is laid down each side, so there is a firm edge to work against, but the same results can be had without any aids by using care at that point of the work.

When the square is woven part way down, start the work at the other end, and finish in the middle. This gives the chance to push the rows together very firmly.

When ready to work one of the squares with the stripe running through the middle, begin the work in the same way, and when the plain edge is finished continue with the colored cheesecloth for a few rows. Then start at the other end of the loom and work the same number of rows of plain cloth, and finish in the middle of the colored stripe.

When six squares with stripes and three plain ones are finished have them sewed together to make one large square.

A piece of plain cloth can be used for the back of the cover, and the edge may be bound with ribbon. This makes a dainty cover for veranda use, and is quite durable.

In the second cover there will be one plain square for the centre, and four squares will have a stripe through the middle. These are repetitions of the previous problem. The four corner squares will have a stripe running each way, making a cross.

When the corners are to be worked, thread the

loom in the same way as for the others, but, instead of working a plain piece at each end, begin with the stripe, in the middle.

Select as many threads as will be needed to make the stripe the desired width, placing the knitting needles on each side, if they are found helpful, and work back and forth in that space until the place is reached where the horizontal stripe will cross it. Then commence at the other end and do the same thing.

In order to fill the corners with the plain material, weave from the edge to the colored stripe, taking up the outside thread to which the colored stripe is woven.

When worked to the place where the horizontal stripe comes, leave it, and finish the other three

corners of the square. Finish the work with the horizontal stripe in the same way as with the other striped squares. Have them sewed together in the right order, and a very good cover with plain border will be made.

If this is woven with raphia throughout, a fringe may be added. Cut the raphia strands to the length desired (double the length the fringe is to be), and with a crochet hook draw the middle of two strands through the edge of the weaving, and pass the ends through the loop.

If the pupils understand what they are making, and have helped plan out how many squares will be needed of each kind, they will be too much interested in the work to find making several squares of the same pattern monotonous.

WITH THE BIRDS—(I.)

JEAN HALIFAX

ROBIN REDBREAST

[If this is given as a Friday "exercise," the children will enjoy wearing suits of Robin's red and brown, making a flock of robins.]

In concert.—

"From the elm tree's topmost bough,
Hark, the robin's early song.
Telling one and all that now
Merry springtime hastes along;
Welcome tidings dost thou bring,
Little harbinger of spring;
Robin's come."

Song—"Welcome, Little Robin," in Eleanor Smith's Songs, No. 2.

Recitation (by three children), "Sir Robin" (Lucy Larcom).—

First child.—

Rollicking robin is here again.
What does he care for the April rain?
Care for it? Glad of it. Doesn't he know
That the April rain carries off the snow,
And coaxes out leaves to shadow his nest,
And washes his pretty red Easter vest,
And makes the juice of the cherry sweet,
For his hungry little robins to eat?
"Ha! ha! ha!" Hear the jolly bird laugh,
"That isn't the best of the story by half!"

Second.—

Gentleman Robin, he walks up and down,
Dressed in his orange-tawny and black and brown.
Though his eye is so proud and his step is so firm,
He can always stoop to pick up a worm.
With a twist of his head, and a strut and a hop,
To his Robin-wife in the peach tree top,
Chirping her heart out, he calls: "My dear,
You don't earn your living. Come here! Come here!
Ha, ha! ha! Life is lovely and sweet;
But what would it be if we'd nothing to eat?"

Third.—

Robin, Sir Robin, gay, red-vested knight,
Now you have come to us, summer's in sight,
You never dream of the wonders you bring,—
Visions that follow the flash of your wing;
How all the beautiful by-and-by
Around you and after you seems to fly!
Sing on, or eat on, as pleases your mind!
Well have you earned every morsel you find.
"Ay! Ha! ha! ha!" whistles Robin. "My dear,
Let us all take our own choice of good cheer!"

Song (by four little girls). (Adapt the tune of "Little Birdie in the Tree").—

Robin, Robin Redbreast,
Sing a song to me,
Of grass upon the meadow
And leaves upon the tree;
I'm tired now of coasting,
And sliding on the ice,
I think that birds and flowers
Are really very nice.

Robin, Robin, Redbreast,
Pussy Willow's here,
And just across the meadow
I found a May bud fair;
Oh, Robin! Yes, you know it,
For now I hear you sing—
"Good-by! Good-by, old Winter!
Welcome! Welcome, Spring!"

—H. H. Richardson.

[If some one can be found to give the bird's spring notes, or if the teacher can borrow a phonograph with such a record it will be an addition. A phonograph with records of the robin's songs and calls for each season was used by the school that gave this exercise.]

Smallest pupil.—

"The sweetest sound our whole year round,—
'Tis the first robin of the spring,
The song of the full orchard choir
Is not so fine a thing."

Song—"Robin Redbreast," in Walter and Jenks' Book.

Recitation—"The Robin," Celia Thaxter.

Recitation—"The Robin," Whittier.

Bird Notes (given by five pupils).—

First pupil—The birds are divided into families, you know, just as people are. Did you know that Robin Redbreast belongs to the thrush family? Some of the books call him red-breasted or migratory thrush, but we all like the dear old name of robin best.

Second pupil—Our great-great-great-grandfathers and grandmothers, the early English colonists, named him after the robin they knew in old England. But he really is quite different. He is much larger, and his color is not as bright as that of the English cock robin. Our robin's vest is only a brick red.

Third pupil—The English robin is smaller than our sparrow, and is not a thrush at all. I suppose the colonists called our cheery, plump little bird-neighbor after the little red bird they had loved in their old home be-

cause of Sir Robin's red vest. It was the little English robin who covered with leaves the "Babes in the Wood," you know.

Fourth pupil—You would hardly believe that our robin was really a thrush unless you noticed the baby birds. Then you would see plainly the dark speckles on the plump, yellow-white breasts,—which are the thrush family marks, you know. As the birds grow older these fade, and when they are grown up they wear the brick-red vest of their father.

Fifth pupil—You all know well the pretty eggs of turquoise blue, of which Mrs. Robin is so proud. The color of the eggs has given their name to the tint,—“robin's-egg blue.” Four is the number you will probably find in the nest in the apple tree. Two broods are often reared in the same nest.

Teacher—Who knows how the robins build their nests?

Pupil.—

How do robins build their nests?

Robin Redbreast told me.

First a wisp of amber hay

In a pretty round they lay,

Then some shreds of downy floss,

Feathers, too, and bits of moss,

Woven with a sweet, sweet song,

This way, that way, and across,

That's what Robin told me.

Where do robins hide their nests?

Robin Redbreast told me.

Up among the leaves so deep,

Where the sunbeams rarely creep;

Long before the winds are cold,

Long before the leaves are gold,

Bright-eyed stars will peep and see

Baby robins, one, two, three;

That's what Robin told me.

—George Cooper.

ROBIN'S SONG.

Pupil (reading)—“No bird that we have has so varied a repertoire as Robin Goodfellow, and I do not believe that any boy or girl alive could recognize him by every one of his calls and songs. His softly-warbled salute to the sunrise differs from his lovely evensong just as widely as the rapturous melody of his courting days differs from the more subdued, tranquil love song to his brooding mate. Indignation, suspicion, fright, interrogation, peace of mind, hate, caution take flight,—these and a host of other thoughts are expressed through his flexible voice.”—Neltje Blanchan.

Recitation, “The Robin.”—

“Cheer up! Cheer up!” Just hear him,

Far down that leafy lane;

A crimson-breasted robin,

A-whistling in the rain.

Never a minor chord,

Never a doleful note.

Glad of the day, be it bright or gray—

Nature's philosopher, singing away

In his rusty, old brown coat.

“Cheer up!” he tells us gladly

From the dripping maple trees,

His music counteracting

The moan of the leaden seas.

Never the least complaint;

Glad of his acorn cup;

Telling us how to be happy now,

To forget all the ills which our race endow,

And sing to the world: “Cheer up.”

—L. H. Thurston.

Reading—“The robin's best song is heard about 4 o'clock or earlier on summer mornings, as he joins many others of his kind in calling all the birds in all the trees to the bountiful feast of insects then spread for them; and all day long their mellow, soulful voices may be heard somewhere if we stop to listen. To the coming day they call a welcome, and to the closing day a farewell. While many like best to hear them in the early morning, others think their sunset songs the sweetest; but whatever the time, or whatever the weather, in sunshine or shadow, their songs are full of happiness and contentment.”—M. C. Walker.

Recitation, “Three o'clock in the Morning.”—

While all the world is in silence deep,

In the twilight of early dawning

They begin to chirp and twitter and peep,

As if they were talking in their sleep,

At three o'clock in the morning.

What do the robins whisper about

In the twilight of early dawning?

Listen, and tell me, if you find out

What 'tis the robins whisper about

At three o'clock in the morning.

Little girl (turning to some boy, as if giving him a message)—Robin wants me to ask you to keep drinking and bath water handy for him. How he does love to splash! He says that will bring the birds around your house. But please be sure to fasten the dish or pan out of the reach of naughty cats.

Little boy (holding a robin's nest in his hands)—Mr. and Mrs. Robin build their nest in April. It is not at all a pretty nest. The foundation is made of weedstalks, some leaves, coarse grasses, and roots. They bring pellets of mud in their bills for the inside, smoothing it in bowl shape. And what a muddy, bedraggled little body Mrs. Robin is after this task! The lining of the nest is of fine grass. It is saddled to the limb of an old apple tree usually. Sometimes the robins are not careful to fasten the nest in a crotch, but build it out on the limb. Then, alas, in a heavy rain,

“Down will come cradle, babies, and all!”

Recitation, “Madam Robin's Afternoon Tea” (by Clinton Scollard).—

Boy—Such hungry little fellows as the baby robins are! A bird-lover who watched some young robins found that they ate sixty-eight worms a day. Some folks complain that Robin steals cherries and strawberries, but he eats a great many insects that are injurious to the farmer's crops. So we shouldn't grudge him a little fruit.

Little girl—“Robins are noted for their kindness, not only to their families, but to other birds.”

Little boy—“Living on a diet of worms, he is one of our most useful birds, destroying more harmful insects than any other, and only taking a little fruit by way of dessert. Surely, he well deserves the name of ‘guardian angel of our soil.’”

Song, “When Robin Comes to Town” (found in “Everyday Plans”).—

When winter o'er the hills afar

Has vanished from the land,

And glad and welcome signs of spring

Are seen on every hand,

Then Robin in his vest of red,

And sober suit of brown,

From out his sunny southern home,

Flies gaily into town.

The blossoms smile to hear him sing,

And see him build his nest;

For of all merry summer birds

Dear Robin they love best.

He chirps and twitters at his work,

While skies forget to frown,

And all the world is glad and gay,

When Robin lives in town.

[If this is used as a “Special Day” exercise, pictures of robins, nests, eggs, etc., should be hung around the room, and even the most out-of-the-way little country school will be able to have an exhibit table, on which may be found a nest, eggs, a mounted robin, and some of the pupils' work, e.g., snap-shot photos, clay-modeled specimens, etc.]

NATURE STUDIES

SUGGESTIONS FOR FIELD TRIPS



FIELD trips furnish at once the best and the most difficult means of studying the forest. They enable the pupil to study the trees at first hand in their natural state, which is without doubt the ideal method. But this method is difficult, because the pupils generally feel that the discipline of the schoolroom relaxes as soon as the threshold is crossed and that study is impossible without the necessary accompaniment of books. It is no easy task to train young children, accustomed to the order and routine of the schoolroom, in the art of outdoor study. An outdoor lesson, therefore, will require the most careful preparation if it is to yield results commensurate with the effort and time required.

An aimless trip is likely to be a disastrous one. The first duty of the teacher then is to lay out a careful plan for the undertaking. To do this, it will be advisable, if not necessary, for the instructor to go over the ground in advance, looking for features which may be studied with a view to economy of time, effort, and distance to be covered on the coming trip. A memorandum should be kept of special features which may be called to the attention of the pupils. This will enable the instructor to refresh his memory on important details and prevent embarrassing and time-wasting delays. This advance trip will also serve to increase the teacher's stock of information and arm him with a reserve fund of knowledge better than he can obtain from any reference books which he may consult.

In some localities the first problem will be to find a satisfactory place to which to conduct the pupils—a place that is easily reached where material suitable for study may be found. In other localities choice must be made of several possible routes. Much will depend upon the forest conditions of the vicinity as to the nature of the work planned. Of course it is highly desirable that a large tract of closely wooded land be the field of operation, but even if a few trees along some stream are all that can be found there will still be opportunity to teach some of the elementary principles of forestry.

Having decided on a route to be followed, the next step will be to plan the equipment for the trip. In most cases no tools will be necessary but a sharp hatchet, a spade, and several sharp jack-knives, such as every boy habitually carries. A market basket should also be provided in which to carry home specimens. A camera will lend additional interest to the occasion and enable the possessor to bring back pictures which will refresh the minds of the students and permanently illustrate the lessons learned. A magnifying glass or hand reading glass of moderate power is also desirable.

The most important step, however, in getting ready for a field trip is the preparation of the minds of the pupils. They must be interested to a point where they will look forward to more

than a mere pleasurable excursion. The trip must seem to them an unusually interesting sort of lesson, but nevertheless an actual part of their school work.

The experience of most teachers has probably been that children are easily interested in anything which partakes of the nature of a story. As a means, then, of catching the interest of the pupils, it is a good plan for the teacher to give a series of simple talks about trees and their habits, bringing out in this manner as many as possible of the features which the pupils will have opportunity to observe on the trip. Tell them that if they look carefully they may see these things for themselves. Encourage a spirit of friendly rivalry among the pupils to see who can find the things mentioned first and who can report on the largest number.

Each child must feel that he is to be held responsible for this lesson quite as much as if it were from his books. Some sort of a report or composition, based on the things seen and heard, should be required of at least the older pupils. Each of these trips can usually be made the basis of several lessons in composition and will thus serve a double purpose. With the younger pupils the same end can be achieved by oral discussions of the features studied.

One other thing should perhaps be mentioned. A great lesson which should be taught to every pupil is the proper care and preservation of the forests. All studies of this sort should be thoroughly constructive, and never destructive. Make it a rule, therefore, never to dig up a seedling which promises to develop into a useful tree, unless it is to be transplanted to a better location. Never cut a branch that there is no reason for cutting—there are plenty that may be cut and the trees from which they are removed left the better for the pruning. Be careful, also, in cutting such limbs, not to leave ragged, projecting stumps which may make wounds the trees will be unable to heal over and thus cause decay and permanent injury to the tree. Care in this respect will more than repay any effort in discipline it may cost.

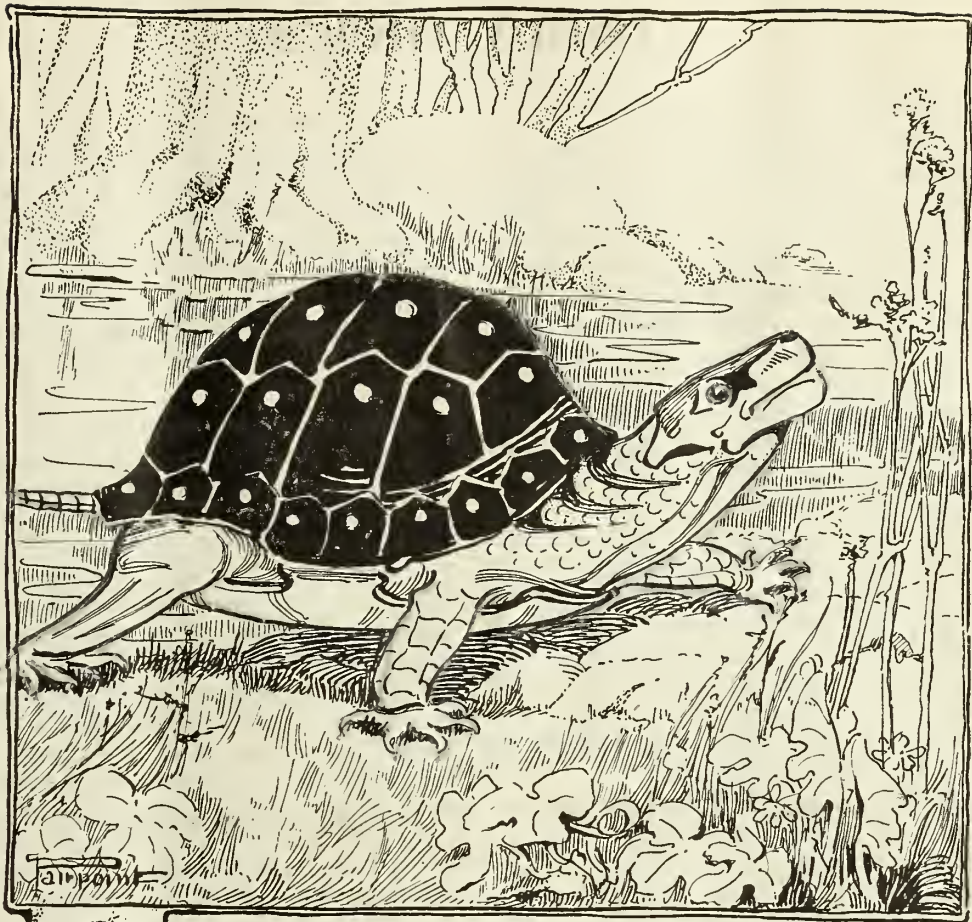
GENERAL DIRECTIONS FOR FLOWERS

Asters.—May be sown in open ground after danger from frost is over. Better results will follow if they are planted in boxes in a light window in April and transplanted after danger from frost is over. Plant seeds to depth of four times their size.

Cosmos.—Same cultivation as asters.

Dahlias.—Sow in shallow boxes in light window. Transplant an inch apart in similar boxes when two or three leaves have developed, and plant out in garden after all danger from frost is over. Roots should be taken up in the fall and put in a dry place such as a cellar. Sowings can also be made in open ground in the spring after danger from frost is over.

Gourds.—Sow out of doors when danger from frost is over. Soil should be well pulverized.



H

HE CRAWLED out of the pond and said to himself: "It is a long time since I went to sleep in the mud, and I really think Spring must be here. Look at the bloodroot, and the last of the hepaticas. And there's a drowsy fly. I must be late."

Seeds should be covered to depth of four times their size. Press down firmly. Thin out so plants are not crowded.

Larkspur.—Sow out of doors after danger from frost is over, and at intervals during the summer. Cover to depth of four times the depth of seeds. Press down firmly. Water with fine spray, and do not allow seedlings to dry out when small.

Marigold.—Same cultivation as gourds.

Morning Glory.—Same cultivation as gourds.

Nasturtium.—Same cultivation as gourds.

Pansies.—Sow in shallow boxes in a light window and transplant as soon as the ground is warm. They succeed best in moist, warm soil, protected partially from the hot sun.

Petunia.—Plant in boxes in light window, and transplant when danger from frost is past. May be planted in open ground after danger from frost is past.

Phlox.—Same cultivation as gourds.

Pinks.—Same cultivation as larkspur.

Poppy.—Sow in open ground after danger from frost is over. Cannot be transplanted. Must be thinned very carefully so as not to disturb remaining plants.

Salvia.—Same cultivation as asters.

Sunflowers.—Same cultivation as gourds.

Sweet Peas.—Should be sown as early in the spring as possible, in very rich soil prepared deep. Best results are obtained by digging trench one and one-half feet deep and mixing well-rotted manure with the soil in refilling the trench.

Verbena.—Same cultivation as asters.

Zinnias.—Same cultivation as gourds.

Balsams.—Same cultivation as asters.

Ten Weeks Stock.—Same cultivation as gourds.

TIMELY TOPICS

THE SOUTH POLE FOUND.



HIS earth of ours has two poles, one called the North pole, the other the South pole. If you were to hand teacher an apple or an orange (not for keeps, unless you wish to do so), she could explain the poles to you very easily, so that you would always remember about them. Both the poles are covered by great ice-packs, and the cold is so terrible that it is very hard for anyone to get to them. Not very long ago Mr. Peary reached the North pole, and now it seems that Mr. Amundsen has reached the South pole. Mr. Amundsen is a native of Norway, and the people of that country are as proud of him for what he has done as the American people are of Mr. Peary. As there are only two poles, and as both of them have been discovered, the honor goes to these two men, and to them alone. Their names will go down in history along with other great discoverers. When one thinks of the awful ice-fields over which they had to go, it seems as if they had earned all their honors.

MR. KNOX GOES VISITING.

Secretary Knox, one of the President's helpers, has been visiting the countries of Central America—Guatemala, Honduras, Costa Rica, etc.—and Colombia and Venezuela in South America. His visit was to become better acquainted with the people of these countries, and to tell them of the good feeling of the people of the United States towards them. It was a very gracious thing to do, and it is believed that great good will come from the visit. These people of Central and South America have been a little suspicious of the United States for some reason or other, but Mr. Knox will try to show them that the United States is heartily friendly to them, and rejoices always in their peace and prosperity, as they are sister republics of our own republic. Everywhere Mr. Knox has been kindly received, the people responding with cheers to his message of good will. Mr. Knox also had the chance to see what our people are doing on the Panama canal, and was delighted to see the progress they were making on the "big ditch."

PRESIDENT TAFT'S DISAPPOINTMENTS.

Our good President has just had two great disappointments lately. One was that the United States Senate, while it passed the arbitration treaties with England and France, on which the President had labored so long in the interest of peace, yet the Senate altered them so much that it is feared that neither England nor France will accept them in their present form. The President fears that the work will have to be done all over again, and this is a disappointment to him and to many of our people who wish to see the end of war among all the nations of the world. The other disappointment to the President is that Mr. Roosevelt has come out against him, and

wishes to be President in Mr. Taft's place. A good many people think that Mr. Roosevelt is not doing the square thing toward Mr. Taft, and they are saying so out loud. But Mr. Roosevelt has a great many friends who wish to see him President again instead of Mr. Taft, and he feels that he must listen to the call of his friends. We must all wait patiently to see how the matter will turn out. It will be known in June, so that we have not long to wait.

SENDING NEWS TO LONESOME PEOPLE.

In the Gulf of St. Lawrence there is a group of islands called the Magdalen islands, and for six months every year the 4,000 people of these islands are shut away from the mainland by the ice. Think of what it must be to have no mails or newspapers for half of a whole year. It must be dreadfully lonesome. But the Canadian government has thought out a plan to send these ice-bound people some news of what the great world is doing. Once a week a wireless message of 1,000 words is sent them, and the news is read to the people by the ministers of the churches at the close of the Sunday morning service. It is quite a costly matter, for the expense is \$450 a week, or \$11,700 for the six months. But it saves the people from being as lonesome as they used to be, as they do not feel that they are cut off entirely from the great world. They are happy in knowing that they are still on the map.

THE FIRST WASHINGTON MONUMENT.

When we hear about the "Washington monument" to-day we naturally think of the tall and beautiful shaft on the bank of the Potomac; but there was a monument to him long before the one in Washington was built. This first one was built on the top of a mountain near Boonsboro in Maryland. It was dedicated in 1827 by the soldiers who had been in the Revolutionary war. It was a great occasion. Four hundred men walked up to the mountain top, and cheered whenever they had breath enough left to cheer. Eighty-five years have passed since that glad day, and a large part of the monument has fallen down. Now the citizens of Boonsboro wish Congress to help rebuild it, for, rude as it was, it was the first monument to the Father of his Country in America. It is too bad to see it in ruins, so Congress is likely to put it in good shape again.

MEXICAN TROUBLES AGAIN.

It seems but yesterday since a Mr. Madero was busy trying to drive President Diaz out of Mexico. In this he succeeded, although it cost hundreds of lives to do it. Then he became President Madero in the place of Diaz. He thought it a great and good thing to drive out Diaz; but now there are a good many Mexicans who are thinking it just as great and good to drive Mr. Madero out of the presidency. Of course he is

FRIDAY AFTERNOONS

The Coming of Spring

ALICE GAY JUDD

HERE'S a hint of spring in the east wind's
blowing,

And the pussy-willows are peeping out;
There's joyous strength in the tree sap's flow-
ing,

And signs of spring are all about.

The snow on the southern slopes is melting,
And the little brook is no longer dumb;
Even the bluejays are hoarsely lilting
That spring has come, that spring has come.

Mother Earth's bosom is filled with rejoicing,
And the tiniest life has lent its ear
To the glad refrain all nature is voicing,
Winter is over and spring is here.

—Selected.

—o—

Arbor Day Alphabet

(For twenty-six small children.)

[Let each child wear or carry his letter, made of green
leaves, and, as far as possible, carry branches or twigs of
the tree of which he speaks.]

- A is for apple tree, sweet with bloom,
Or laden with golden fruit.
- B is for beech, with thick, cool shade,
And the birches of ill repute.
- C is for chestnut and cedar fair,
And cypress, where sorrows abide.
- D is for dogwood, whose fair white tents
Are pitched by the river side.
- E is for elm, New England's pride;
True patriot's love they stir.
- F is for fig tree of the South
And the conc-shaped northern fir.
- G is for gum tree, so well known
To the southern girls and boys.
- H is for hemlocks, steadfast tree,
And for holly with Christmas joys.
- I is for ironwood, firm and strong,
And the ivy that twines around.
- J is for juniper, low and green,
Where purple berries are found.
- K is for kings of the forest grand,
The oak must wear the crown.
- L is for thorny locust, the larch,
And the linden of fair renown.
- M is for maple, favorite one,
The queen of all the trees.
- N is for Norway pine, which still
Is whispering to the breeze.
- O is for orange, blooming for brides,
And the olive, yielding rich oil.
- P is for poplar, reaching high,
And the palm of the southern soil.
- Q is for quince, in our gardens low,
With its fruits so sour and green.

R is for redwood, giant trees,
The largest that can be seen.

S is for spruce, bright evergreen,
And the silvery sycamore.

T is for tulip tree, broad and high,
With its beautiful tulip-like flower.

U is for upas, tropical tree,
With its fabled poisoned air.

V is for vines that cling to the tree
For friendship, strength, and care.

W is for walnut, dark and firm,
And for willow, faithful and true.

X is xanthoxylum, bitter bane
Whose virtue is strengthening power.

Y is for yew tree, dwelling alone,
Friendless and sad we know.

Z is for zenith, the point above,
Toward which the trees all grow.

—From the Iowa Arbor and Memorial Day Annual.

Good News

THE fairies told the pale snow flowers;
The flowers told the bees;
The bees came forth in sunny hours,
And told it to the trees.

The trees unwrap their little leaves,
And told it to the birds;
The birds sang songs of harvest sheaves;
All creatures knew the words.

It woke a downy yellow chick
From his warm three weeks' nap;
Who, at his window 'gan to pick;
I heard the casement snap!

Then looking out, he said to me,
What I to you now say:
"The spring has come! for don't you see
That this is Easter day?"

—Selected.

—o—

Games of the Tops*

LAURA ROUNTREE SMITH

[The children stand in a circle with one child inside
the circle. They skip around in the circle, singing to
the tune of "Twinkle, Little Star."]

See the pretty humming tops,
Round and round and round and round,
You can hear them sing a song,
With a pretty humming sound.

The one inside the circle says:—

I will buy a top to-day,
For my small boy delights to play.

The children in the circle say:—

No, no, no, we will not go,
We do not like your boy, no, no.

[They skip about the circle again, repeating their song.]

The one inside says:—

I will buy a top to-day,
For my kitty likes to play.

Those in the circle say:—

No, no, no, we will not go,
We do not like your cat, no, no.

*Book rights reserved.

[They skip about and sing as before; then the child inside says]:—

I will buy a top to-day,
For my baby likes to play.

Children clap hands and say:—

Clap, clap, clap, we all will go,
For we love the baby so.

[The child in the centre chooses several for tops, and they step outside the circle. The children left choose one to go inside, and the game proceeds until only a few are left in the circle. They then repeat song and skip off. When the game is to be played but a few minutes it may end the first time the tops are chosen. Children repeat song and skip off.]

Violets

UNDER the green hedges after the snow,
There do the dear little violets grow,
Hiding their modest and beautiful heads
Under the hawthorn in soft, mossy beds.

Sweet as the roses, and blue as the sky,
Down there do the dear little violets lie;
Hiding their heads where they scarce may be seen,
By the leaves you may know where the violet hath been.
—John Moultrie.

At Easter Time

THE pure white lily raised its cup
At Easter time,
At Easter time;
The crocus to the sky looked up
At happy Easter time.
“We’ll hear the song of heaven,” they say,
“Its glory shines on us to-day;
Oh, may it shine on us alway
At happy Easter time!”
—Laura T. Richards, in *Youth’s Companion*.

The Birds

DON’T rob the birds of their eggs, boys;
’Tis cruel and heartless and wrong,
And remember, by breaking an egg, boys,
We may lose a bird with a song.
When careworn, weary, and lonely,
Some day as you’re passing along,
You’ll rejoice that the egg wasn’t broken
That gave you the bird with the song.
—Philipps Fisher.

The Song Sparrow’s Toilet

A SPLASH into a silver brook,
A dainty little dipping;
A dart into a quiet nook,
With all his feathers dripping;
A little shake, a little tweak,
To stir up every feather;
A pretty preening with his beak
To lay them all together;
A stretch of wings, some fluffy shakes,
A flash—he’s flown away!
That is how the sparrow makes
His toilet for the day.
—H. H. Bennett, in *Christian Standard*.

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If you have Red, Weak, Weary, Watery Eyes or Granulated Eyelids. Murine Doesn’t Smart—Soothes Eye Pain. Druggists Sell Murine Eye Remedy, Liquid, 25c, 50c, \$1.00. Murine Eye Salve in Aseptic Tubes, 25c, \$1.00. Eye Books and Eye Advice Free by Mail.

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NEW ENGLAND PUBLISHING COMPANY.

Publication Office: 6 BEACON STREET,

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WHEN you consider the influence, for good or bad, the lead pencil has on the handwriting of the child;

WHEN you consider the waste incident to use of the cheap, ungraded lead pencil;

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JOSEPH DIXON CRUCIBLE COMPANY

JERSEY CITY, N. J.

Book Table

ANDERSEN'S BEST FAIRY TALES. Translated by Alice Corbin Henderson. Illustrated by William P. Henderson. Cloth. 200 pp. Price, 45 cents.

JAPANESE FAIRY TALES. Second Series. By Teresa Peirce Williston. Illustrated by Sanchi Ogawa. Cloth. 96 pp. Price, 50 cents.

Chicago: Rand, McNally & Co.

A fairy tale told in a charming way or read from a charming book is the delight of children. Andersen's fairy tales are the delight of grown people often, and have frequently been considered somewhat above the heads of young children, with their humor and philosophy. But the translator, Alice Corbin Henderson, has arranged and adapted the stories so that they will appeal even to the very young, and she has at the same time made selections which exhibit the versatility of Andersen's genius. The author is to be praised for basing these tales upon a literal translation. The biography of Andersen has been written in the same style as the tales for the children, and it makes as charming a story as any in the collection. Mr. Henderson's illustrations, in flat color masses, are the suggestive sort which appeal to the child's imagination.

The other collection of fairy tales offered by Rand, McNally this season is adapted from the works of children's writers in an Eastern country. Miss Williston's first series of Japanese fairy tales met with a most cordial reception. Their charm and delight were of a kind hitherto unknown to children of the Western world. It is certain that this second series will be fully as much enjoyed. The illustrations by Sanchi Ogawa are as fascinating as they are indescribable.

The suggestions for teachers in each volume are good. In the second volume they include ideas for dramatization, art work, and play, as well as descriptions of Japanese customs and manners.

CHILD'S FIRST BOOK FOR HOME AND SCHOOL. By Florence Bass. Boston, New York, Chicago: D. C. Heath & Co. Cloth. (5½x7.) Price, 30 cents.

This is a most beautiful first book for little children. It is for use as soon as they get to school or even before they go to school. It is focused for the interest of these little people who begin to want to read in the home. The lessons and the pictures appeal to the children. The work is very simple, particularly at first, so that it may be used by the youngest children, those immature little folks who are admitted to the public schools, but who are of the "slow but sure" type in development. It will be helpful to children who have lost time on account of irregular attendance from sickness or severe weather, and who must take the first steps slowly in order to lay a solid foundation for more rapid progress later. The children may easily learn the little songs and rhymes and be ready to use these in learning words later. They may find out many of the new words themselves by pictures or rhymes, and later by sound.

PRIMARY SPELLER. By Edwin S. Richards of Elizabeth, N. J. Boston, New York, Chicago: D. C. Heath & Co. Cloth. 124 pp. Price, 25 cents.

Spelling is a school subject the importance of which no one undervalues, and that no one can teach well without the best possible textbook assistance. A spelling book is one that a school principal, like Mr. Richards, should be as well equipped to write as any one, and this book for the first four grades shows the author to be master of the situation. The time to place skillful emphasis upon the teaching of spelling is in the first four grades. It is distinctly a spelling book. It is based upon the phonetic method through the primary years. It teaches, systematically, the phonetic usages of our language, and introduces, slowly, groups of unphonetic words, whose peculiarities are thus emphasized in the children's minds.

PRIMARY MANUAL WORK.

Suggestive Outline for First or Second Grade. By Mary F. Ledyard and Bertha H. Breckenfeld. Los Angeles. Drawings and designs by Mrs. Lucy Savage Wilson and May Gearhart, also of Los Angeles. Springfield, Mass.: Milton Bradley Company. Boards. (9x12.) Price, \$1.20.

We often speak of the unbelievable in school work, but not often does the term have any such significance as when we say that, even to one who has seen the best work of the best teachers in the best cities, it is unbelievable that the outline here given can be accomplished in the first and second grades. This at least is certainly true, that this work is all done in Los Angeles, and that the description of how to do it and the illustration of the way to do it make it relatively easy for others to do it. This is equally certain, that nowhere else can be found as much that is as vital, as attractive to little children as here, and that no one else has given directions as clearly or illustrated as suggestively the way to do it as have these authors in "Primary Manual Work."

TREES AND HOW TO KNOW THEM. By Professor W. A. Lambeth of the University of Virginia. Richmond: B. F. Johnson Publishing Society. Cloth. 52 pp. Price, 60 cents.

A brief but valuable dissertation on the principal forest trees of the Southland. It is by one who teaches botany in the State University and who knows the subject well. It is intended chiefly for beginners, and so treats of the leaves rather than of the flowers of the trees as the easier method of identification. Useful and comprehensive conclusions by the student of forestry are sought as the supreme aim of the work. An excellent glossary is a feature.

WORLD GEOGRAPHY. One-volume edition. By Ralph S. Tarr of Cornell and Frank M. McMurry, Ph. D., of Teachers College. With many colored maps and numerous illustrations, chiefly photographs of actual scenes. New York: The Macmillan Company. Cloth. (7x9.) 536 pp. Price, \$1.25, net.

The most interesting evolution in school book making has been in the

geographical field. In this evolution Tarr and McMurry are playing a significant part. The present one-volume "World Geography" is itself an evolution in size (7x9 inches), in number of pages, 536, in amount of matter, and in style of treatment. No other school subject presents as many opportunities for literary and artistic effect as does geography, and the great text-books in this subject testify to the skill of authors and publishers in the use of their opportunities.

AB, THE CAVE MAN. A Story of the Time of the Stone Age. Adapted for young readers from "The Story of Ab." By William Lewis Nida, superintendent, River Forest, Ill. Chicago: A. Flanagan Company. Cloth. Illustrated in color. Price, 50 cents.

Mr. Nida says that "The Story of Ab" has proved to be the most fascinating of all stories for second-grade children, and so he has put the story in their language. The publishers have illustrated the story most effectively. The story might easily approach a second "Robinson Crusoe" could it have a good chance to be universally known. It is certainly the nearest approach of anything in modern times, judged by the enthusiasm of all children who hear or read it. It should be brought to every pupil.

A CHILD'S READER IN VERSE.

By Emma L. Eldridge. New York, Cincinnati, Chicago: American Book Company. Cloth. Illustrated.

Despite the charge that this is a commercial and prose world verse is in demand as it has never been before. Of course there are no masters in verse as in the days of Holmes, Longfellow, Whittier, and Lowell, but there are in America a thousand writers of verse who find a profitable market for their lines. One of the latest and brightest of the uses for the modern verse writer is this book of fifty reading lessons for little children. They are classified as The Child at Home, The Child at School, The Child Out of Doors, and Some Other Children. The vocabulary keeps within the child's range. The aim is not to produce poetry but to help the little people to read fluently by baiting them with fascinating jingles.

SEA SECRETS. By Cornelia Francis Bedell. Illustrated by Artno Wilbur Parsons, under the direction of the author. New York: Stewart & Co. Cloth. 47 pp. Price, 50 cents.

This is a collection of little verses which the author writes for children

"So that you may have an idea
Of how happy fish can be,
When they're swimming all together
In the playgrounds of the sea."

The charming little verses about the amiable whale, the sociable lobster, the lucky little oyster, and so on, are printed on pages that are colored entirely with characteristic designs in two, three, and sometimes five colors.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received not later than the fifteenth of the month.

MEETINGS TO BE HELD.

- April 3, 4, 5, 6: Spokane (Wash.) Inland Empire Association; president, C. A. Duniway, Missoula, Mont.
- April 3, 4, 5: Southern Educational Conference, Nashville, Tenn.
- April 4-6: Southeast Iowa Teachers' Association, Grinnell; president, Cap E. Miller, Sigourney.
- April 4, 5, 6: Alabama Educational Association, Birmingham; president, D. R. Murphy.
- April 4-6: Northern Indiana Teachers' Association, Chicago; president, H. B. Brown.
- April 4, 5, 6: North Platte Valley (Nebraska) Teachers' Association, Bridgeport; president, Superintendent W. L. Greenslit, Scottsbluff.
- April 4, 5, 6: Middle Tennessee Educational Association, Nashville; secretary, W. N. Tucker, Nashville.
- April 5, 6: Northwest Nebraska Teachers' Association, Chadron; president, Superintendent H. H. Reimund, Crawford.
- April 12, 13: North Wisconsin Teachers' Association, Ashland; president, Superintendent H. B. Wilson.
- April 18-20: Northeast Kansas Teachers' Association, Leavenworth.
- April 19, 20: Central Missouri Association, Warrensburg, Mo.; secretary, T. R. Luckett, Sedalia.
- April 30-May 3: International Kindergarten Union, Des Moines; president, Miss Mabel A. MacKinney, Brooklyn, N. Y.
- May 2, 3, 4: Mississippi Teachers' Association, Gulfport; president, Dr. D. C. Hall.
- June 12-19: Thirty-ninth conference of the National Conference of Charities and Correction, Cleveland, O.; general secretary, Alexander Johnson, Angola, Ind.
- June 19, 20, 21: West Virginia Education Association, Wheeling, West Virginia; president, Superintendent I. B. Bush, Parkersburg.
- June 24, 25, 26, 27: Catholic Educational Association, ninth annual meeting, Pittsburgh, Pa.; secretary-general, Rev. Francis W. Howard, Columbus, Ohio.
- June 25, 26, 27: Kentucky Educational Association, Louisville.
- July 2-5: American Institute of Instruction, North Conway, N. H.; president, C. T. C. Whitcomb, Brockton, Mass.; secretary, Wendell A. Mowry, Central Falls, R. I.

NEW ENGLAND STATES.

MASSACHUSETTS.

BOSTON. Miss Dora Williams of the Boston Normal school was the first speaker at the annual meeting of the Home and School Garden Club which met in Boston March 9. She related the history of the movement in Massachusetts, and stated as a result of her observation that the garden work is likely to start off well, to

attain a fair measure of success, then, especially when supported by private enterprise, to be abandoned in favor of playgrounds, or some other activity which attracts the notice of the public. The reason for this: The work is not taken seriously, is not given a definite place in the educational scheme, does not connect up with the other work. She said that this elementary agricultural education which should form a background for the widespread "back to the land" movement ought to be recognized by school authorities and provided for at public expense. Thomas F. Curley of Waltham followed with a splendid address on "The Place of the Playground in the School Garden Movement." He said that work and play should each be the complement of the other, and outlined a plan by which gardens, under the direction of competent instructors, might be maintained in conjunction with playgrounds. He showed how the work in the soil prepares for citizenship, because the child is working under laws, and is at the same time competing with and co-operating with his mates, as he must do later in the world of affairs. A spirited discussion followed Mr. Curley's address, which was carried on by the superintendents. Professor W. R. Hart answered questions in regard to agricultural centres similar to the one which co-operates with the Middlesex Agricultural Association. He gave an account of recent legislation, intended to foster this kind of grouping of schools, and urged the superintendents present to form similar groups. O. A. Morton of Marlboro regretted that the interest in school and home gardens had flagged in some instances. He urged teachers and superintendents to be so thoroughly in touch with the movement and so awake to its possibilities that the public through them should be aroused to its significance. He also proposed that the two or three organizations working separately in Massachusetts should unite their forces and act as one body, thus avoiding the duplicating of effort. Committees were appointed to consider Mr. Morton's suggestion.

BEVERLY. With a membership of 140 to start with the Beverly Teachers' Association promises to be one of the wide-awake organizations in the state. There must be these local organizations, units making up the State Teachers' Federation, the teachers of the state will find, so that the teachers of the state may be an organized force to raise the standards of the profession and to gain the respect of the community.

CENTRAL STATES.

MICHIGAN.

A State Federation of Teachers' Clubs was organized at Jackson recently. There were thirty-four representatives of nine cities with 3,500 teachers. These cities are Grand Rapids, Detroit, Saginaw, Bay City, Ann Arbor, Jackson, Port Huron, Adrian, and Lansing. Miss Julia Doran, principal of the Buchanan Street school, Grand Rapids, and president of the Teachers Club, was elected the first president of the Michigan Federation of Teachers' Clubs. The other officers named are: First vice-president, Charles Spain of

Detroit; second vice-president, James Edmundson of Jackson; third vice-president, J. S. Thomas of Detroit; treasurer, Paul Stetson of Grand Rapids. On the board of directors are the officers and Miss E. L. McGregor of Saginaw, William Morse of Detroit, Miss Belle Potter of Ann Arbor, Miss Lyal Syan of Port Huron, Miss May Shaffer of Lansing, and Miss C. E. Brown of Saginaw.

LANSING. Michigan special days will be more generally and fittingly observed now that a pamphlet by that name has been published by State Superintendent Wright. It suggests a vast number of exercises in its 194 pages for the observance of Labor day, Columbus day, Thanksgiving day, Christmas, New Year's day, Michigan and Pioneer days, Lincoln day, Washington's birthday, Longfellow day, Arbor day, Bird day, and Memorial day.

MUSKEGON. Ben Peterson. Muskegon's famous truant officer, from February 1, 1911, to February 1, 1912, furnished shoes for 205 boys and girls, and clothes for 635 children. There are now no truants in Muskegon.

MISSOURI.

ST. LOUIS. Among the plans which Park Commissioner Davis is making for the coming summer are twenty baseball fields and twenty-eight new tennis courts, a natural amphitheatre overlooking the baseball field at Carondelet park, wading-pools in several parks, an immense playground at Forest park in front of the museum, an open-air swimming-pool, 100 by 150 feet, and many croquet grounds.

MINNESOTA.

ST. PAUL. Minnesota day, March 1, was properly celebrated in the public schools of the state. Exercises were for the most part taken from Bulletin No. 34, issued by C. G. Schulz, state superintendent of public instruction, which contained historical, poetic, and descriptive suggestions for classroom celebrations. The bulletin also contained an appendix on fire and fire prevention. Such a day and such a manual should result in an increase of the knowledge and love of the home state.

DORAN. The first new consolidated school built under the new state law is in this township. Its enrollment is ninety-seven, of whom sixty-five are transported in three wagons. These wagons have side benches and are covered with canvas much like a prairie schooner, and they contain an oil stove, rugs, and blankets. The school building is a two-story structure built over a high basement, at a cost of \$15,000, of which the state furnished \$1,500. It is almost out of the question to keep children at home under these new and improved school conditions in the community.

ILLINOIS.

SPRINGFIELD. Departmental instruction has met with success in the upper grades of the elementary schools in a few Illinois districts. The state department of public instruction wants to encourage this experiment because the advantages seem to them greater

than the disadvantages of the system. "Large economies are accomplished. . . . A habit of study in a subject can be better established where the teacher has charge of the work in that subject in several grades. There is more variety in the life of the children. . . . The children move about the building, thereby breaking down the prison-like confinement of the single grade work. . . . Duplication in the equipment of rooms can be avoided."

KENTUCKY.

FRANKFORT. On February 27 a bill passed the House which will create a pension fund for aged, infirm, disabled, diseased, or retired teachers of Louisville. Under its provisions the maximum amount that may be paid as a pension to any one person is \$400 annually, based upon a service of forty years as teacher in Louisville. Every beneficiary of the fund shall be entitled to such percentage of \$400 as the years that he or she has taught shall be of the term of forty years. The measure provides that every person who has taught school less than fifteen years shall be assessed five per cent. of his or her annual salary (not to exceed \$10), and those who have taught for more than fifteen years shall pay two per cent. of their annual salary (not to exceed \$20). Only persons who have served in Louisville twenty years are eligible for an old-age pension.

IOWA.

CLARION. The school children of Wright county had a most success-

ful educational contest here in February under the direction of Superintendent M. L. Wright. The contest showed that the teachers who have looked the rural demands squarely in the face and have plunged themselves earnestly, intelligently, and strenuously into their work are the ones who harvest a creditable crop of results. The winning schools proved to be the ones where the scientific study of agriculture, home economics, home and school sewing and social problems have been introduced. The prizes and public interest in the meeting were enough rewards to the children for their serious work in school.

WISCONSIN.

FOND DU LAC. A local organization two hundred strong is pushing the development of social centres in this city. There is already one school building open as a centre and lectures, musicales, entertainments, and social gatherings are held here out of school hours. It is hoped that with the engagement of a social secretary the movement will gain great headway.

WHITEWATER. The newly-elected president of the normal school here is Albert H. Yoder, who is at present lecturer in psychology and child study in the school of philanthropy provided for by the Russell Sage Foundation in New York city. Mr. Yoder is a graduate of the Madison, South Dakota, Normal school, and he has studied further at Indiana, Clark, Chicago, and Northwestern Universities. He will come to White-

water by June 1 at the latest. His salary will be \$3,300.

SOUTHWESTERN STATES.

CALIFORNIA.

SAN DIEGO. A class for teachers in the public schools who are interested in the sort of physical work taken up in folk dancing and in other phases of school plays and games will be formed at the Normal school.

SACRAMENTO. The Bulletin for February calls attention to that amendment to the constitution which has attracted attention recently, the Shanahan amendment. It was passed by the late special session of the legislature and will be voted on by the people at the regular election next November. It provides, in brief, two things—that the state shall furnish text-books free to the pupils of the elementary schools of the state; and that the legislature shall provide for a state board of education by election or by appointment. No details are given as to how either of these things shall be accomplished. The legislature, in case the amendment carries, must pass the necessary enabling acts in 1913, prescribing how and when things shall be done. These would probably become operative July 1, 1913, the earliest date that any actual changes would be felt.

NORTHWESTERN STATES.

IDAHO.

BOISE. A month has been added to the minimum school year require-



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ment in this state by a law which makes five months the present minimum. The same law makes twenty-five census pupils the minimum number to be considered as belonging to any district for the purpose of apportioning funds.

OREGON.

SALEM. The biennial report of Superintendent J. M. Powers shows that school men on the Pacific coast are as alive to the new opportunities for wider use of the school plant as their colleagues in any part of the country. Among other conveniences Superintendent Powers recommends a large assembly room, a spacious library room, and well furnished rest rooms for teachers, pupils, and parents. To give more opportunity for play he suggests that in the future the school building be placed at one end of the block and not in the centre, thus leaving more free space.

DISTRICT OF COLUMBIA.

WASHINGTON. The following paragraphs of a decidedly encouraging tone are from the advance sheets of a forthcoming monograph of the Bureau of Education entitled "Educational Legislation in 1911," by James C. Boykin, editor of the bureau:—

"Without question the year 1911 was productive of more educational legislation of value than any previous year in the history of the nation. Forty-three legislatures were in session, and in all of them, practically without exception, an attitude of marked friendliness was shown to the cause of public education.

"The public school system no longer occupies a place of minor importance in the deliberations of legislative bodies, and the chairmanship of a committee on education now offers opportunities for distinction and effective work that are not excelled. No figure was more conspicuous in the Pennsylvania legislature in the last session than Senator Tustin, and none was more prominent in New Jersey than Senator Frelinghuysen; and so it was generally. Education is recognized as the greatest work of the state, and leadership in its affairs is eagerly sought by men of the highest type.

"The past year was one of peace, prosperity, and unusual freedom from political strife. West Virginia and Tennessee were the only states in which political differences reached an acute stage. The general conditions, therefore, were favorable, for there was no overshadowing interest to distract popular attention; the time was ripe for substantial educational advances; able men were ready for their advocacy, and the results are apparent upon the statute books as the high water mark of legislative achievement in behalf of education."

Kitten Won Admiral's Heart

When Admiral Kwang Ching of the Chinese navy visited the Brooklyn yard recently, it was said that none of the big guns nor the bigger battleships attracted his attention so much as a tiny, blue-eyed Persian kitten. Cats are prized highly in China, and so delighted was the ad-

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miral with this little white-haired midget that he later expressed the desire to obtain one as near like it as possible. Efforts in finding one were unavailing until the cruiser Hai Chi was about to depart, when a fluffy Persian kitten was presented to the admiral. He was much pleased, and will carry the kitten back to his daughter at home as the best present a father can take to his little girl from across the seas.—Our Dumb Animals.

Don't Make It Too Easy

Difficulties should not be made too simple for children. The teacher's aim should be to make the pupils get over the difficulties themselves, to present difficulties in their proper order, a natural series of steps, to graduate the steps to suit the advancement of the pupil, to avoid giving explanations as far as possible, and to explain when necessary in a clear, definite, brief manner. The golden rule of the teacher should be not to tell the pupil anything he should know or can learn by judicious teaching.—Hughes.

Music in Rural Schools

[Continued from page 305.]

dren enjoy immensely these features in ear training and tone matching.

The second week has "Joys of Spring," page 94, Modern Series. This is unusually beautiful. It will require good hard work on both your part and your pupils', but it is worth it.

"The Daffodil Lady," page 69, "Lilts and Lyrics," is selected for the primary classes, but is really good for the entire school, and furnishes material for drawing, water color

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work, paper cutting, and can be dramatized.

Introduce your chromatic scale from the blackboard for your older pupils, ascending only. Explain carefully the thirteen tones used in its construction and that they are made by the position of sharps placed before the notes, making half steps. Please do not say half tones; every tone is a tone, but explain the change in position as a half step.

Give the names clearly, do-di-re-mi-fa-fi-sol-si-la-li-ti-do. It is one, sharp one, two, sharp two, etc.

The third week I have chosen "The Rainy Day," page 36, from Churchill Grindell Book II. Neither of the books we use gives a song on rain. Make this optional. However, it is very descriptive and very rhythmic. "The Frog," on page 45, the same collection and the same reason for giving. "Fair Snow White," pages 74, 75, Modern Series, for the older pupils.


Now introduce your chromatic scale, descending just as you did ascending a week ago; explain that flats make the descent; give the names clearly; it is eight, seven, flat seven, six, flat six, etc. Do ti-ta la-lay sol-say fa mi-may re-rah do. Thirteen tones descending.

Fourth week introduces a "Spring Love Story," page 34, Churchill-Grindell Book II. Material for big and little.

"Good Night," page 157, Modern Series. An exquisite study, in two-part study only. If you are fortunate enough to have an organ or piano, play it, please, bringing in the bass with the instrument.

Study, page 81, "A Review of Time Values." The triads I would arrange on the board thus:—

1-3-5	5	2-4-6	6	7-2-4	4	3
1-3-5	3	2-4-6	4	7-2-4	2	
1-3-5	1	2-4-6	2	7-2-4	7	1

Your ingenuity will suggest many other simple chord combinations. Your older pupils are now doing two-part work, and this is merely leading to three-part work. Take your pointer, reading one note at a time, across the first column, with syllable names; have the room divided in three sections; then swing into the chord before the double bar, one section singing do, next mi, next do, beginning with a light attack, but holding the tone long enough to give a swell  then diminishing the tone volume at the close. This covers our four-weeks' outline again.

Don't I sympathize with you? Perhaps eight grades to handle in your regular work, then the art studies also to bring in. Bless your hearts! There's a reward, though, for every honest effort, and your music will certainly sweeten the drudgery.

I intended suggesting in your primary work having some of the little ones act a song before the school, class guessing what song. The object, to create or awaken the children to their ability to express themselves rhythmically in action.

In your rhythm work after circles have been swung upon the blackboard have older pupils come to the board and mark note values with bars above the circles. All this work is leading to recognition and independent thought.

Music is a language in itself, not of

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words but of feeling, and to thoroughly interpret we must understand and recognize the signs and symbols. Mozart and Schumann composed many selections describing children's games; so realistic were they that you immediately recognized the different movements peculiar to the different games.

Keep always in mind that while you begin all your work with the class as a whole, you individualize it as fast as possible to develop the individual strength.

The supplies for this month are the same as in previous outlines: Modern Series of Vocal Music, price, 35 cents (Silver, Burdett & Co., Chicago); "Lilts and Lyrics," Jessie Gaynor, price, \$1.00 (Clayton Summy, Chicago); Churchill-Grindell Book II., Platteville, Wis., price, 35 cents.

Timely Topics.

[Continued from page 312.]

very angry about it, and thinks it very wrong in them to unseat him. The worst thing about it all is that we have to keep thousands of our soldiers along the Mexican border, as we have had to do for a year past, so that the Mexicans may not use our country for any of their pitiable little battles.

QUESTIONS.

1. How many poles has the earth? 2. What makes it so hard to get to the pole? 3. Who got to the North pole? 4. Who has reached the South pole? 5. Of what country is he? 6. Do you think such men earn their honors? 7. Why?

1. Who is Mr. Knox? 2. What countries is he visiting? 3. Why is he visiting them? 4. How has he been received? 5. What good will come of the visit? 6. What canal has he been seeing? 7. How are they getting along with it?

1. What is a disappointment? 2. Did you ever have one? 3. Did you enjoy it? 4. Has the President had some disappointments? 5. How many? 6. What about? 7. How do you think he feels about them?

1. Were you ever lonesome? 2. How did it feel? 3. Where are the Magdalen Islands? 4. How many people there? 5. How are they lonesome? 6. How do they get their news in winter? 7. How often? 8. What does the news cost each week? 9. Where is the news read?

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1. Where was the first Washington monument? 2. In what condition is it now? 3. Who wish to have it rebuilt? 4. Whom do they wish to help them? 5. Would you like to see it? 6. Why?

1. Where is Mexico? 2. What President was driven away? 3. By whom? 4. Are some people trying now to drive him away? 5. How does he feel about it? 6. Does he find his own medicine bitter? 7. Do you pity him very much?

Annette Fairchild.

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The Playground

All are agreed that the playground enters as a large factor into the education of the child. This phase of the school course is well organized in many of the larger cities, but in many villages and rural schools the playground is left solely without the presence of the teacher. The teacher who mingles with the pupils on the playground during the recess and noon hour soon comes in touch with the hidden nature of the child, that is not often exhibited in the schoolroom. Many of the points of discipline that arise in the school are the result of the absence of the teacher from the playground. The teacher who enters into the life of the school games either as a participant, observer, or counselor wins the respect and confidence of the entire group. She will also find that the pupil who seldom leaves the room for recreation will often become one of the most enthusiastic players. Often family differences that exist in the school community will arise on the playground that has practically no supervision. Constant attention to the life on the playground will often unite the pupils in a group, wherein before there had been much dissension and trouble both on the school-ground and in the schoolroom. Much may be done in a rural school district to make the ground more suitable for the games and outdoor life of the child. The teacher and the pupils working together can add much to the appearance and the convenience of any yard. Children enjoy and appreciate the spirit of co-operation at all times, and there is possibly no better way to get a hold on the child life than by the plan of his helping to do the things needed to make better conditions. Boys and girls are not men and women, and it is a wonder that more disorder does not arise on the playground when left to itself than does often occur. It is not suggested that the teacher take away the initiative of the pupil in starting the plays, and as how they shall be played, but that her presence at

least should be felt in the general government and order of the playground. This can be accomplished only by systematic and regular attention. An organized schoolroom and a disorganized playground are not the work of a successful teacher. —Edgar S. Jones, Taylorville, Ill.

The Flicker

Three woodpeckers have come to us this year: The hard-working downy, the jolly little sapsucker, and the merry red-head. There is one more that we ought to add to the list for summer study, since he is very likely to cross our path,—the flicker.

This woodpecker has a great many names, probably because he lives in a great many states. The most common are: Flicker, high-hole, yellow-hammer, and golden-winged woodpecker. I like the name flicker best of all.

He is a good-sized bird, about two inches longer than a robin. His colors are: Brownish with black spots above, whitish spotted with black underneath, a black crescent on the breast, and a scarlet crescent on the back of the neck. When he flies you will notice two things: The rich golden color of the inside of his wings, and the white patch on the back just above the tail.

Now, since he is a woodpecker, you will probably expect to find the flicker pecking away at trees, but you are much more likely to find him walking through the meadows. About half of his food consists of ants, and these he finds afield. He thrusts his long, sticky tongue into an ant hill, and the busy little ants stick to it whether they will or no. He also eats other insects as well as a good deal of plant food.

I hope that you will see a flicker this year and hear him call out. "A-wick-a-wick-a-wick-a-wick-a-wick-a." Possibly some of you may find a nest that these birds have dug out in an old apple tree. They do not always make new nests, however, but live in the de-

serted homes of other woodpeckers.

A FEW QUESTIONS ON WOODPECKERS.

(1) Has the flicker a straight bill like the downy?

(2) Have you seen the flicker's mate? If so, in what way does she differ from him in color or marking?

(3) Try to watch a flicker feeding its young.

(4) Have you seen a red-headed woodpecker this year? Are you watching to see whether he stores his food?

(5) How many sapsuckers have you seen? Do you always look to see whether the sapsucker has the underparts yellow?

(6) Does downy seem to be more busy in summer or in winter?—From the Junior Naturalist.

Ida M. Tarbell Tells Who the Most Dangerous Men and Women Are

Ida M. Tarbell, writing on "The Irresponsible Woman and the Friendless Child," in the American Magazine, says in part:—

"The man who has no notion of what is doing politically in his own ward, who does not sense the malign influences which may be working in his neighborhood, in his very street, perhaps in the next house, who has not his eye on the unscrupulous small politician who leads the ward by the nose, who knows nothing of the records of the local candidates, never goes to the primaries, this man is one of the most dangerous citizens we have. It is he who makes the machine possible. If he did his work the governmental machine, which starts there with him, would be sound. It would be begun by honest men interested in serving the country to the best of their ability, and on such a foundation no future solidarity of corruption could be possible.

"The individual woman's obligation toward the children and young people in her neighborhood is very like this obligation of the man to

public affairs. It is for her to know the conditions under which the children, the boys and girls, young men and maids, in her vicinity are actually living. It is for her to be alert to their health, amusements, and general education. It is for her to find the one—and there always is one—that actually needs her. It is for her to correlate her personal discoveries and experiences with the general efforts of her community.

"This is no work for an occasional morning. It does not mean sporadic or even regular 'neighborhood visiting.' It means observation, reflection, and study. It has nothing to do save indirectly with societies or groups or laws. It is a personal work, something nobody else can do and something, which if it is neglected, adds just so much more to the stream of uncared-for youth. How is it to be done? Have you ever watched a woman interested in birds making her observations? She will get up at daylight to catch a note of a new singer. She will study in detail the little family that is making its home on her veranda. From the hour that the birds arrive in the spring until the hour that they leave in the fall she misses nothing of their doings. It is a beautiful and profitable study, and it is a type of what is required of a woman who would fulfil her obligation toward the youth of her neighborhood."

A Collie's Heroism

The name of the little dog is unknown, but he was a young terrier that had run in front of an electric car in Halifax, and had become bewildered. The motorman called to him, and would have stopped the car had it been possible, but the down-grade made it difficult to come to a sudden halt. Most of the passengers were breathless, realizing the danger of the little dog.

A collie that was on the sidewalk grasped the situation, and made a bold dash in front of the car. Seizing the terrier firmly by the collar, with one supreme effort he gave a strong pull, and in the nick of time his shaggy little friend was in a place of safety.

That the onlookers appreciated the intelligence and bravery of the noble collie was apparent by hearty cheering as both dogs trotted together down the street.—Our Dumb Animals.

Girls' Tomato Clubs

Since the first of these was organized, in 1910, at Aiken, S. C., by Miss Marie Samuelle Cromer, the movement has spread widely throughout the Southern states.

The prizes are awarded not only upon the quantity of tomatoes raised but for the profits on the investment. Each girl's work is credited under five heads:—

1. Quantity of tomatoes produced.
2. Quality of tomatoes.
3. Variety.
4. Profit on the investment.
5. History or report.

Each one of these counts twenty per cent., and the prizes go to the girls who stand the highest.

One girl, Miss Kate Gunter, cleared \$140 above all expenses from her one-tenth of an acre. Even

Jerry Moore, the champion boy corn-grower of the South, made but \$130 from his entire acre of corn.

"The tomato club," says Miss Cromer, "does not exist simply for the raising of tomatoes, but for ethical and economical reasons. . . . Little girls learn the problems of drainage, soil pests, spraying, rotation of crops, real money values—striving to reach a common goal, and rejoicing in the success of others."

"Their gardens have been an inspiration to whole neighborhoods. To all it is teaching useful and valuable lessons. It is teaching them self-support on the farm, it is showing them a way to college, it helps them socially, and it teaches many lessons about the world."

Tweedledum and Tweedledee

Have you ever noticed?

When the Other Fellow is set in his ways he's "obstinate"; when you are it is just "firmness."

When the Other Fellow doesn't like your friend he's "prejudiced"; when you don't like his you are simply showing that you are a good judge of human nature.

When the Other Fellow takes time to do things he is "dead slow"; when you do it you are "deliberate."

When the Other Fellow gets destructive it is "toughness"; with you it is "forefulness."

When the Other Fellow gets too lively he is "fast"; when you do it is just "high spirits."

When the Other Fellow holds too tight to his money he is "close"; when you do you are "prudent."

When the Other Fellow runs great risks in business he's "fool-hardy"; when you do you are a "great financier."

When the Other Fellow says what he thinks he's "spiteful"; when you do you are "frank."

When the Other Fellow won't get caught in a new scheme he's "back-woodsy"; when you won't you are "conservative."

When the Other Fellow goes in for music and pictures and literature he's "effeminate"; when you do you are "artistic."—Life.

A Commander of Princes at Four Years of Age

In the February Home Companion there is an interesting personal sketch of Emperor William's only daughter, Viktoria Luise. It is filled with intimate facts about the royal household of Germany.

Viktoria Luise, now nineteen years of age, is the only girl in a family of six brothers. With her own people she is immensely popular, and on her recent visits to England and Belgium she aroused unusual interest. In height she is equal to the empress, her hair is brown, her eyes blue. Those familiar with the statue of her ancestor, Frederick the Great, recognize a strong resemblance to it.

On one occasion, when she was four years old, she made her six brothers "stand around" in the manner described in the following anecdote taken from the Companion article:—

"Her brothers were to arrive on a certain afternoon at Wildpark, the

palace station, home for vacation from the military school. The Princess, in intense excitement at the prospect of a holiday with her loved playmates, was permitted to shorten the dire period of waiting by a drive to meet them, a lady in waiting being detailed to accompany her. The station reached, the Princess suddenly assumed as majestic an air as her four years allowed, and swept grandly on toward the platform. With a rush, the stalwart boys, very brave in their uniforms, dashed from the train and toward her. Instead of precipitating herself into their arms, as they had expected, she took the regulation steps forward, stood stock-still, gave the military salute, and then ceremoniously embraced them, implanting a kiss on both cheeks of each one in turn. Prince Oskar, quite astounded at such ceremonious treatment, stood dumbfounded and staring. 'Why do you stand there?' she called imperiously. 'Don't you see this is a royal reception?'

"The little Princess had taken the opportunity of imitating the Emperor in his regal welcoming of kings."

All-the-Year-Round Schools

In the May American Magazine there is an interesting account of Benjamin J. Horchem, who thinks that schools should keep open all the year round. He has worked out his idea so charmingly in his summer farm school near Dubuque, Iowa, that children agree with him. He thinks that we shall ultimately have all-the-year-round schools conducted on a plan altogether different from the present public school system. His idea is summed up in the following points:—

"1. Schools to be in the suburbs of cities. Children to reach the schools by rapid transit.

"2. School to be in session the entire year; but only half the school day spent indoors. Schoolroom work to be chiefly done in winter and bad weather.

"3. Less desk work. More laboratory, shop, and garden work. The active aspect of education, now chiefly seen in the kindergarten and agricultural and technical schools, to be maintained throughout the grades.

"4. Initiative to be taken by the children. All the leading trades, occupations, and professions to be carried on under trained workers. The pupil will go to the schoolroom for theoretic instruction or knowledge.

"5. No written examinations. Work done speaks for itself. There is no more need of examinations in the schoolroom than in the business world."

Solomon Grundy

[Revised.]

Solomon Grundy,
Born on Monday,
Tonsils removed on Tuesday,
Vaccinated on Wednesday,
Appendicitis on Thursday,
Operation on Friday,
Died on Saturday,
Autopsy on Sunday,
This was the end
Of Solomon Grundy

—Life.

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BILL'S SCHOOL AND MINE

WILLIAM ALLEN WHITE

Education, of course, may not be had from books. Education seems to be that influence upon youth that prepares for life. That influence may come partly from books, partly from the home, partly from the playground, partly from the work that a child does at odd times. So I always think of my school as my childhood. As a child, and until I was well into my teens, I lived in a little town of less than 3,000 inhabitants. We boys lived in the woods and in the water all summer and lived in the woods and on the ice all winter. We trapped and hunted and played in the woods; we rowed and fished and built dams and cut stick horses, and kept stick horse livery stables in the woods under paw-paw bushes with grape vines hanging down.

We climbed the trees and cut the saplings, and sucked the juice of the vines and squashed the gooseberries and raspberries, and in winter on the ice ate hackberries. In the autumn we gathered the walnuts, and in the spring we greeted the flowers—the sweet Williams and Johnny-jumps-ups—as they came peering through the mould.

Always we seemed to be out of doors, getting acquainted with our environment. You know a tree when you have climbed it or cut a sapling to make a "nigger shooter" fork from it. You know the birds and the woodland animals when you have chased them, and you know the flowers when you have waited for them to come. So the woods were part of my school.

And the barn, also, was a considerable part of my curriculum. The chores a boy does are a liberal education in "manual work." And I took my course without a stint. It is something to know how easily hackberry splits, how tough hickory is under the saw; how mean elm is to handle, and how walnut falls apart under the ax. A certain dexterity comes to the boy who teaches a calf to drink and slops hogs without soiling his Sunday clothes in the evening. Also the hay

makes acrobats. In the loft one learns to turn flip-flop, and with a lariat rope he can make a trapeze and do many interesting things. My rings were made by padding the iron rings from the hubs of a lumber wagon, and swinging them from the rafters.

School never let out for me. It seems now that I was always learning things, and when I was in the schoolhouse at my books it seems to me now that I learned less than I should have learned in proportion to the time I spent there. We sang the capitals and the multiplication tables, and learned one thing at a time—addition, multiplication, subtraction, and division, and after that, fractions and any number of unimportant things in the higher arithmetic. But the geography, with its pictures of wild beasts and naked men, and the readers, with their stories and poems, seemed most interesting. Do they put such stories into readers now—stories of noble deeds that inspire boys and girls to nobility of life?

Bill—our little boy Bill—has a better school than I so far as the schoolhouse and all that goes with and in it are concerned. They have more scientific methods; they know more accurately what they are about than they did who taught us in the old days nearly forty years ago. They have more "method," and I feel sure Bill is getting many things from his school indoors that I did not get. Yet I feel that he is growing up with a woefully second-hand idea of life. What does Bill know about the woods, and the flowers, and the trees, and the crops of Lyon county, Kansas? What does he know about Lyon county and its streams—that I knew of Butler county, from living on them? The silversides used to live in the puddles under the limestone ledge by the old stone quarry in spring, and the snakes used to sun themselves there at noon; the sensitive rose, with cinnamon-scented flower and its

curling leaves, used to bloom in the prairie in May for me—for me and a little brown-eyed girl who found them in her ink bottle at noon. We roamed far and wide over the prairies in spring and picked wild flowers and thought wild thoughts, and dreamed wild dreams—children's dreams. I suppose little Bill dreams some such dreams now, but he dreams them in a fifty-foot lot, and with only his mother's flowers under the eaves and in their beds to teach him the great mystery of life. Bill has no barn. I doubt if he can skin a cat, and I am sure he cannot do the big drop from the trapeze. To turn a flip-flop would fill him with alarm, yet Bill Betts, down in Eldorado, used to turn a double flip-flop over a stack of barrels, and Bill Betts is a man to look at. He is built by the day. He has an educated body, and it is going into its middle forties with health and strength that our boy, Bill, may have to work for.

It all amounts to this: That my school was life

and the living of it. The woods and the chores and the play and the books and the teachers seemed to be part of a reality. Bill's school seems real enough. But his play and his work seem rather empty. His manual work is the best he can do. But it has not trained his hands, as work with an ax and a jackknife might, it seems to me. He still has trouble with nine times six and his eight times seven, and his seven times nine, that he might not have if he had learned his tables to the tune of Yankee Doodle.

But it's Bill's problem, not mine. Probably he and his fellows will make better men than Bill Betts and I. For the world moves. The new system will work some way, and the world will go edging along toward the millennium. And Bill will go with it, and think his father a radical old foggy without much sense. That is the way of the world. But it is interesting to consider for a moment the two systems of education—Bill's school and mine.—Kansas School Magazine.

THE FUNCTION OF THE KINDERGARTEN IN THE PUBLIC SCHOOL SYSTEM

LUCY WHEELLOCK

Wheelock Kindergarten Training School, Boston

All kindergartners would agree on three fundamental Froebelian principles. These are the importance of each stage of growth, the development of self-activity, and the belief that we are all members one of another. To exemplify these in practice through specially selected means and the organization of the play activities is the function of the kindergarten.

If it be true that in America nearly fifty per cent. of school children leave school before the sixth grade, and that the average period of school attendance is only five years, then every year conserved for education at the beginning is of the utmost economic value. It would also seem economically desirable to give the best tuition and guidance at the beginning when the kind of world each child is to see and to make is largely determined. From the relative cost of education in different sections one would judge that this fact has not been fully recognized.

The kindergarten is of value to the school system in minimizing the number of retarded children. About one-half of all retarded children are retarded in the first two years of school life. The retarded pupils cost the taxpayers upwards of \$25,000,000 a year. They cause four-fifths of the nervous strain of the teachers. They rob the rest of the pupils of much of the teachers' attention that belongs to them. To save the \$25,000,000 waste, the teachers' nervous strain, the time and effort that belongs to all the children, would be a vast achievement.

The advocates of the theory that the young child is a "little animal" and should be left free to carry out his animal impulses in some convenient back yard, forget the scarcity of back yards in a congested city district. They also ignore the world-wide proof of the assertion that those who guide the first seven years of a child's life may make of him what they will. They fail to see that a civilization which desires to "let the ape and tiger die" must view the child as father to the man.

For the thirty years of its existence in this country the kindergarten has held to special educational materials designed to aid and abet the child's self-activity. These materials are used to develop the powers of observation, comparison, investigation, experiment, and invention. They are organized into a series, that there may be progressive guidance and consecutive exercises. They offer

means of sense training, but this is not their final purpose. Neither is motor training nor manual training the chief end. Their goal is efficiency, which is the power to do, to produce.

"We must begin in infancy," says Froebel, "to discipline and train the hands and fingers. We must teach the child to use aright the different members of his body, so that when he becomes capable of productive activity the objects he produces may have real worth."

The "complete activity" demanded by Froebel, in which are blended body and soul, calls for application, interested attention, and the artist's joy in making.

This aim of productive activity distinguishes the kindergarten at once from the Italian system now so much before the public. The theory of education through play is common to the two systems, but the use of play-materials to provide a quick and easy approach to the arts of writing, reading, and arithmetic which is a characteristic of the Montessori method, does not form a part of the kindergarten scheme. Its materials are developmental, not "didactic." It makes sense training and motor training a part of its educational plan, but not the whole. Nor does it limit its production to hand work.

The song, the rhyme, and the story appeal to feeling and influence the imagination, that faculty which rules the world. The scientific pedagogy by Dr. Montessori places emphasis on practical life, and disclaims any appeal to the imagination. But it is most impractical to ignore the faculty which has built cities and adorned them, bound continents together, and given to man the bread of life.

Finally we must consider the function of the kindergarten as a place for social training, which seems to be excluded from Dr. Montessori's system. It would be difficult in a public school system to promote any theory of education which did not recognize the value of group and co-operative work. School is not preparation for society. It is society. Here as in the greater world the law of membership holds: "We are all members one to another." The preliminary to working together is playing together, and at all stages we must live together.

Free play gives scope for the development of individuality. It originates. It discovers. It explores. It gives freedom and power.

THE PROBLEM OF SEX INSTRUCTION*

HARRIET HICKOX HELLER

Chicago

Fifteen years ago the mothers of my private kindergarten organized a club for the study of their peculiar problems. The question of instruction in sex hygiene was given earnest consideration. The result was that each mother so extended her vision and clarified her views that she was able, even anxious, to instruct her own brood. With several of these families I have been in close touch, through the intervening years. I had had experience as an intermediate and grammar grade teacher, and was, and still am, deeply interested in perhaps twenty of these children, whose progress I have closely observed and upon whose inner lives I have constantly received inside information.

The weight of evidence would seem to convince the most skeptical that children intelligently instructed from babyhood are less self-conscious,—that an honest answer to an earnest question removes the menace of curiosity,—and that the instructed are much safer from the contamination of the vulgar. In fact, the wise imparting of this vital instruction tends to generate ideals, which seem to render vulgarity impossible.

In sheltering the children of the less fortunate people—the dependent and delinquent children of the juvenile court,—I came in more or less close personal contact with more than 2,000 children. Here was the harvest of the terrible fruitage of every evil, arising from neglect, negative environment and inheritance. From babies who could not yet speak,—still had acquired habits which demanded correction,—to boys and girls of eighteen,—centuries old in experience of evil,—it was necessary to instruct in the matters of sex hygiene, fundamentally, continuously,—overtime. Usually these talks were given to individuals, but sometimes to a considerable group.

Pitiful, grotesque, pathetic, disturbing, as the bits of life history which made necessary these lessons would appear, should they be recorded,—they spelled out a few clear generalizations.

(a) I never found *one* child *unteachable*. Not that all teaching meant immediate correction, or all preaching absolute conversion; but always there was attention, interest, and hopeful thoughtfulness. Never after a sentence or two were eyes lowered, or was there other evidence of embarrassment. Questions came eagerly, and often eyes grew clear and big.

(b) Lack of knowledge which makes for ideals of life and its continuance (certainly this is another way of saying sex hygiene) has in the production of delinquency one only rival,—poverty. Ignorance and poverty are twin brothers,—co-partners.

WHO SHALL ARISE AND SLAY IGNORANCE?

(c) It is a question of qualification and equipment rather than position or function in society. Physicians are interested in pathology; clergymen in sin; parents, as a mass, have only their personal lives as a background, and even if the experience is ideal they are quite unable to idealize it, in an impersonal way. Teach-

ers? As teachers we seem to inherit the combined weaknesses of all the other classes.

(d) We are all of us just emerging from a hopeless state of self-consciousness, the one weakness absolutely fatal to success in this field of instruction. For this self-consciousness the communities' unstable ideas are sufficient reason, if not excuse.

(e) As a whole, society steals some, respectably and disrespectably. Alas, too, it lies a good deal, socially and maliciously. But if a moral "X-ray" could reveal the true state of mind of the whole people, disclose its sincere, practical, working thoughts on the subject of sex conduct and ideals, commercial integrity and veracity, in comparison of stability, would suddenly appear as immovable mountains. Truly, the ideal of sex conduct is not a mountain, but a morass. Not only is this morass, at present, impassable, but it sends off a poisonous gas. To drop the figure, the unsettled state of society, at this point, generates an atmosphere and influence. When a youth becomes adolescent he is suddenly sensitive to this influence.

(i) The suggestion of the whole situation comes to bear upon him. In proportion as he is unprotected, uninstructed, and temperamentally vital, he is increasingly endangered. A thriving western city was recently shocked to learn that girls, in their early teens, of excellent families, were soliciting men on the streets. Investigation proved that these children were not experienced in vice, and did not really understand the import of the words they uttered, but somehow their young lives had become sensitive, like a wireless instrument, to the messages vibrating from billboards, burlesque theatres, and districts of segregated vice, and they were quite without ideals or knowledge. Out of similar psychic and physical conditions grows the tense question of the upper grammar and lower high school grades.

A few months ago a conference of foremost social workers was held in an eastern city to consider the problem of the adolescent girl—the less protected girl of the city. Is this fledgling sparrow in danger of becoming a menace to society? What has turned her happy, joyful, if crude activities, into a social menace? What are her life assets? An inefficient mother, scarcely an apology of a home, filth, squalor, wrangle, when she longs for color, rhythm, beauty, and love,—what perverts her? Her own limitations, unilluminated by the power of an ideal, with the shifting screen of our uncertain virtues, and certain vices, as a background. Can we instruct her and furnish her with the ideal?

(g) To become instructors we must dethrone the prim goddess, "not nice." And defeat the conspiracy of silence, drive some piles into the morass of self-conduct notions, by firmly establishing a few standards.

The degree of respectability of a decree of divorce is a matter of longitude. A keener sense of human solidarity and justice is releasing the arbitrary censure on certain classes and conditions, and the study of eugenics is moving some heretofore despised pawn into the king row. In fact, the whole matter needs standardizing.



DR. IDA BENDER,
Assistant Superintendent of Schools, Buffalo.

*From the Symposium on this subject, Journal of Education, March 21, 1912

This having been accomplished, and leaders having become qualified in self-forgetful intelligence, why not have them all at work? Parent, teacher, doctor, preacher, and perhaps in that order?

The full field of instruction in sex hygiene *must* cover three distinct ideas. One,—the life story from microscopic single celled to man; second,—history, art, literature, especially the drama and novel, by which man reveals and perpetuates his entrance and continuance in self-conscious experience; third,—the realm of ideals and control, which is ethics. Interpretation,—a new emphasis,—as well as some extension must be added to the old scholastic branches to meet the new need. But we must be freed from the suggestion, whether psychic or physical, of unstandardized conditions. We must get instruction for little children underneath the intelligence. The kindergarten may play into the subconscious ideals of solidarity, citizenship, domestic responsibility, and chivalry. The primary grade may forever implant reverence for life, nurture. From eight or nine years of age to the beginning of sex consciousness lies the time for plain, one might almost say, drastic, instruction as to life and its reproduction. The study of seeds and eggs, the tending of plants and animals, with much direct, unabashed discussion, in groups of ten or twelve, of the facts most pertinent and apparent, is the way which seems set aside for the intermediate grade. This instruction, successfully given, would dispel the inherent vulgarity and incipient immorality which are likely to appear at this stage, and are difficult to meet.

With adolescence comes the end of direct personal attack upon these subjects. Instruction should come to meet a direct need, preferably in answer to a question, and should usually be given privately. The microscope and dissecting board, from this time on, must furnish the text for further knowledge, with only now and then an illuminating observation, or deduction, on the part of the instructor. It is possible that direct instruction, even with the use of a text-book, might be well received in junior and senior high school years.

We need a number of text-books which adults may study. In the hands of an ordinary child text-books will bring the best results. If my children were about to receive direct instruction in sex hygiene at school I should want to understand the plan and scope of the particular phase to be handled thoroughly before the course was begun. In this way I might be able to intelligently both guide and guard while observing the effects on the children and their associates. To briefly reiterate, a somewhat extended personal experience indicates that instruction is constructive, ignorance destructive. The main difficulty in the way of instruction is the confused state of society's consciousness of standards and conditions. From this confusion leaders must emerge to teach both adults and children. Finally, the psychology of development suggests the arrangement of a course of study culminating in the guiding to experiences which shall create ideals and engender the power of self-control.

LITTLE STORIES FOR LITTLE FOLKS

JEAN HALIFAX

"THE MOON OF GREEN LEAVES."

This is the pretty name that a little Indian girl would call our month of May. And you will find that it is a most appropriate name. Just watch the trees and you will see.

The old Romans, who named our months for us, called this one after the goddess Maia, who was the mother of Mercury, the winged messenger of the gods. The Romans held Mercury in great honor, and so they gave his mother's name to the month they thought the loveliest of all.

MAY DAYS.

On the first of May you have delightful times, hanging May-baskets. Did you ever think how very, very old that custom was? In England and Sweden May-day was given up to flower shows, singing, and dancing. What fun the oldtime May-pole dances must have been! And did you ever visit Central Park, in New York city, and see the May-day picnics there? You will see gay little May Queens, be-ribboned May-poles, and the happiest of school children, then. And just to think. The May-day festivals began away back in the olden times, in honor of Odin, the old Norse god of the sun.

CAMELS IN THE UNITED STATES.

You didn't think we had any camels, outside of our zoos and shows? Well, we have, but they were not really natives. Years ago a New England man imported some. He had seen the camels crossing the Sahara desert carrying heavy loads. He thought it would be a good idea to try them on our American desert. He wanted them to carry freight across it. And he was sure he could make money by this plan. But it did not turn out well. And at last some of the camels escaped. It

is hot and sandy in our American desert, just as it is in the African one. So the camels must have felt quite at home. They, and their descendants, are still living there. But they are not really wild camels, you see.

WHEN FLORENCE NIGHTINGALE WAS A LITTLE GIRL.

When this famous nurse was a little girl she found a Scotch shepherd dog that had been badly hurt by some cruel boys. Some men had come up, and one of them was about to shoot the collie to put it out of pain. They thought that its leg was broken.

"Poor Cap, poor Cap," said little Florence, soothingly, as she knelt down by it. She asked the minister to look at the collie's leg, and see if it really was badly broken. Then she coaxed Cap to lie still till the minister could find out about it. "No," said the minister, after he had examined the leg, "no bones are broken. I think your little charge will live and will get all over his hurt. But it's a bad bruise, and fomentations should be kept on to take out the inflammation." Those were hard words for the little girl, and they puzzled her.

"What is it—that long word?" she asked.

"Fomentation? Why, it means to dip cloths in very hot water, and keep them on the hurt place. They will take out the pain and swelling," said the minister.

"I'll do that," said Florence. And all day long, while the other children were playing, the little girl took care of the wounded dog. He was a grateful little patient, and her first real "case." He soon got all over his hurt, but the little girl kept finding other animals, and people, too, that needed her care. All her life long she was busy taking care of those in pain or trouble, for when little Florence grew up she became a famous and dearly-loved nurse.

BESS B. CLEVELAND



MAY'S CHICKEN-BIRDS.

May was a little city-bred girl, and she had never had a chance before to enjoy the country and learn its delightful secrets. But one happy year she went to grandpa's farm. The very first day she was there she went all over the farm. And she was wild with delight over its treasures. She came running into the house in great excitement to tell grandpa that there was a nest of plump little chickens 'way off in the meadow. "Such cunning little chickens, and they can run so fast, and they're just 'zactly the color of the grass and stones down there," she said.

THE BIRD WITH THE BROKEN WING.

"The little mother hen flew right up into the air," she exclaimed. "when I tried to catch her. I didn't know hens could fly," in surprise. "Only, grandpa, isn't it too

bad? Her wing is broken." Grandpa laughed. He had guessed what the queer little "hen" was. "Let's go down there, and find your chickens," he said. Soon the place was reached. And, sure enough, when she was startled again, the mother bird took flight, with a little cry, and drooped her wing. "Poor chicky," said May, sympathizingly, and she darted on ahead of grandpa to pick up the wounded bird. But her "hen" flew right up into the air!

"Why, it was just pretending," cried May.

"Sure," laughed grandpa. "That's to toll you away from her babies. She knew you'd follow her, and that would give the little birds a chance to hide somewhere. They are quails, dear. Bob White is another name for them. And they look just like little chickens, sure enough. No wonder you thought Mrs. Bob was a hen."

A PIE MACHINE.

Could you make eighteen pies in one minute. I'm sure you couldn't,—even if they were mud pies. And mamma could not work so fast, though she often wishes that she could. I am quite sure nobody ever worked as fast as that, or ever will. But there is a new machine in Philadelphia which can get eighteen pies all ready for the oven in one minute. All the pies are stamped with initials, so

you can tell just what they are at a glance. The lemon pies have an L on the top crust, the mince pies an M, the apple pies an A, etc. Isn't that convenient? It takes three boys and one man to work the machine, but it can make thousands of pies in one day. Wouldn't our ancestors have thought it witch-craft? And what would grandma's mother have thought of a machine that could make a thousand pies an hour?

FLAG DAY

MARTINA GARDNER

Song and Drill—"Old Glory." Tune: "Comin' Thro' the Rye."

[Chorus of children on platform, waving foreign flags. These may be obtained in tissue paper or made by the girls of the intermediate department. A slightly larger boy, dressed as a traveler, walks slowly across platform while first stanza is being sung, looks at flags and disappears during the last line.]

If a body goes a-walking
Through a foreign land,
Where strange flags are ever waving
In the stranger's hand.
Sadly he will pass the banners,
Sadly turn away.
No other flag seems fair to those
Who far away must stray.

[If there is a curtain it may be drawn between stanzas while flags are changed. If not, foreign flags may be held down out of sight in left hand. During second stanza a boy dressed as a soldier is seated on platform. Has head in hands during first two lines. During second couplet he lifts head and looks at children, who have now formed a circle and are holding large flag high in centre. Soldier salutes and holds position to end of stanza.]

If a soldier waits at morning
For the bugle call,
If he sees on the far fortress
His loved flag o'er all,
He will stand and gaze upon it,
Pledge allegiance true,
And come what may will follow aye
The red, the white, the blue.

[During first half of third stanza children skip on platform. During last half they stop, facing flag, which is still held as in second stanza. Touch heart at word, extend hand and hold the position.]

If a troop of laughing children
Gaily dancing by
See Old Glory proudly waving,
Flutt'ring folds on high,
They will stop and there salute it,
Pledging heart and hand,
Declaring they will e'er be true
To flag and native land.

[During last stanza the two taller children march about platform carrying large flag. Each child on platform produces small flag and follows leader waving flag in time to the music.]

For we love our proud Old Glory,
Love each stripe and star;
Love its blue and white and crimson;
Though home or afar

From our native land whenever
That dear flag goes by,
Our hearts will faster beat because
Old Glory waves on high.

"The Meaning of Our Flag" (exercise for six small boys).—

[Boys appear one by one carrying flags. Point to part mentioned in recitation. Then hold flag at shoulder while next boy runs on and recites his stanza.]

First boy.—

My mother and father and brother
Each talked for a long hour or two,
And told me just 'actly the meaning
Of this flag with its red, white, and blue.
There's only one thing I remember,
And now I will tell it to you.
The blue which I like best keeps saying:
"Be true, little boy, be true."

Second.—

I forgot almost all that they told me,
But this I remember quite well,
Our soldiers have fought for Old Glory,
And for Old Glory have fell.

Third.—

I know something else about it.
For each nice new state there's a star.
Do you know how many? I don't.
I never could count so far.

Fourth.—

There are thirteen stripes. That's easy.
And once, years and years ago,
There were just thirteen states. I know,
'Cause my mother told me so.

Fifth.—

My grandfather was a soldier.
He told me about the red.
It says: "Be brave," and it makes us think
Of the blood the heroes shed.

Sixth.—

And the white says: "Be pure." I know that quite well.
That's all that I 'member about it to tell.

All.—

We're only small boys so we can't 'member all
That the grown folks have told us. But when we are tall
We'll know all about it. To-day we can say:
"We love our Old Glory." Now we'll run and play.

"Daughters of Betsey Ross" (exercise for three little girls).—

First girl (holding work-basket with needles, thread, etc.).—

We have a nice society,
The Daughters of Betsey Ross.

OUR FLAG

JANE ALDEN

With accent

German Tune

1. Our glo - rious flag, we love it,
 2. We love its star - ry splen - dor,
 3. And would they tru - ly hon - or

The red and white and blue;
 We love its stripes so gay;
 The red and white and blue,

The col - ors pure, un - chang - ing,
 We prom - ise to pro - tect it,
 Its sons must all be no - ble,

The col - ors brave and true.
 To guard it, come what may.
 Its sons must aye be true.

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Each one of us belongs to it,
 We've needles, cloth, and floss.
 And we are learning how to sew,
 'Cause Betsey Ross knew well,
 Or she could not have made the flag,
 As all the stories tell.

Second girl (with work-bag containing a red and white stripe sewn together which she exhibits).—

Some day when we are very big
 We'll make a truly flag.
 We're trying now. I keep my work
 Right in this pretty bag.
 We've only got this far you see,
 Just two stripes, that is all.
 The stitches are so small I'm sure
 You can't see them at all.

Third girl (displaying flag).—

In our society we learn
 A lot about the flag.
 And we play some and work hard, too,
 Our fingers do not lag.
 This is our pattern. Note it well,
 For some day you will see
 We'll make one just as nice as this.
 I wonder—when that day will be?

Closing Chorus. Tune: "Juanita."—

See, proudly waving
 Is the flag we love so well.
 All dangers braving
 Men have fought and fell.
 And we love the story
 Of this flag, red, white, and blue,
 Yes, we love Old Glory,
 And we will be true.

Glory, Old Glory,
 Through the years we will be true,
 Glory, Old Glory,
 Honor unto you.

Peace Verses

[Written by Andrew Buchanan, Philadelphia, a fourteen-year-old lad.]

Through long centuries past we read
 Whenever nations disagreed
 They went to war, and men of might
 Were killed in every fight.

Not long ago the Russian Czar
 Sent word to nations near and far,
 And asked each at The Hague to meet
 In peace, and with each other treat.

Each country sent a man to be
 Their delegate, to try and see
 If they could make some good plan for
 Having peace instead of war.

They talked the question over then,
 And formed a court of wisest men.
 In this court countries may settle in peace
 Their quarrels, and thus war can cease.

So that is why we celebrate
 Peace day of eighteen ninety-eight,
 For it helped to make both now and then
 Peace on earth, good will to men.

THE STUDY OF PICTURES—(IX.)

MARY ELLASON COTTING



HERE is now to be introduced a new feature—that of interpreting one picture by comparing simultaneously two which belong to the same class of pictures.

Through discovering the like and unlike characteristics of both there is developed the analysis of each. When an understanding of the correct values has been gained; the direction may be given

you feel when you look earnestly at the picture of the harbor? With what do you suppose the artist wished to impress the observer? Had he no thought to suggest save of the ocean in one of its many moods? Very likely he wished us to think of the solitude of the sea and sky, the vastness of unbounded distance; the wonder of the coming of the water in billows and the noiseless flowing back after the meeting of wave and shore; best of



MOONLIGHT AT SAG HARBOR.—R. C. Kluth

to the pupil to choose his favorite picture and reproduce in written form the thought brought out by the analysis.

"Moonlight at Sag Harbor" (R. C. Kluth), "Fishing Boats" (Ravanne).—While placing both pictures give the title of each, and inquire, **How** are these alike? Then to what class do they belong? What is the appearance of the water? Is the quality of calmness represented in the same way in each picture? Do they show the ocean as seen at the same hour? Would the surface of the ocean appear the same near wharves or floats as it does out in the harbor some distance from shore? Why do you think so? Then should an artist understand about this in order to paint a beautiful picture? Why? What are the cloud effects in the picture of the harbor? So a different effect is produced by sunlight than by moonlight? Why should that be? How does it make

all, perhaps, of the mysterious witchery of moonbeams stealing between the cloud-fluffs and turning all the water-world into a shimmering, silvery beauty that would impress heart and soul with an abiding peace and make permanent a realization of the upholding strength and encircling care of



FISHING BOATS.—Ravanne

the Creator of this pulsing, alluring, awesome thing which He has created.

With the youngest children arouse imagination by directing them to tell what the "Lady Moon" sees from her place high up above the sea, and what the moonbeams are saying as they dance upon the sparkling water. Do they hear the water-pixies romping and see the water-sprites at their play?

In the other marine there are boats, so a different story is to be thought out. The boats are now at anchor, for their owners have come home from the fishing "grounds," where they go to procure food for many families. There must be rowboats for use in going out to the sailboats, which are too heavy to come into the shallow water near the landing. Lead to a consideration of the labor of man upon the sea, and the knowledge and care necessary for success as well as the hard work to be done by the fishermen in rough as well as calm seas. Only those steady of mind, eye, and hand are able to guide boats, set nets, take in the "catch," and sail the boats home again.

It is not advisable to devote time to discussion of boats in general, for it is the spirit of the representation that it is desirable for the pupil to realize. Allow the telling of stories emphasizing brave, noble deeds and the stern discipline necessary to the development of that degree of character which shall ensure the performing of such deeds.

"The Christ" (from "Christ Among the Doctors," Hoffman).—At the beginning of the middle week of the month remove the marines and place "The Christ." No explanation is to be made for a day or two, although all questions asked by the pupils should be answered. When the serenity of the divine face has made its impression make the following explanation, the only study which will be developed with this picture:—

You, of course, remember the birthday which was celebrated in December, and how the pictures of the World or Christ-Child looked. Now we have a picture of that Child grown to be twelve or thirteen years of age. During all these years He has been learning of wise and old persons to understand the meaning of life. There was a promise given before His birth that He would help the nations to be better and happier, and each day He is striving to fulfill that promise.

So faithfully has He lived, and so patiently tried to understand what He has been taught, He is now able to control His own desires and direct thought to finding out the needs of others and giving relief. Each day some new responsibility is put upon Him, and He performs the duty unflinchingly. No matter how difficult the duty,

all thought of self is set aside, and He does the right thing. Even old and wise people are beginning to respect and reverence, and turn to Him for guidance, which is given to all alike, irrespective of age or condition of life. His example of absolute subordination of self to the desire to help others and make the world a better place in which to be is one that is good for all humanity to follow, and in so doing, each may add to the comfort and happiness of some fellow-being.

Encourage the telling of stories of acts of selflessness, i. e., acts performed with no thought of

self evident; and also of unselfish deeds, which mean those into which conscious self-denial has entered. Apply these principles for action to the moral life of the school community.

"The Passing Regiment" (Detaile), "The Dream" (Detaile).—At the beginning of the last fortnight of the month present these military pictures. Develop the analysis of the sentiment and moral phases involved to the complete exclusion of the constructive elements.

Using the first-named picture upon which to begin the study, allow the questions to be asked by the more mature pupils. Suggestive facts to be brought out:—

War is deplorable, and degrading to the history of any country, for it is the open expression of wrong committed somewhere by an individual (ruler) or collection of individuals plus hardship, suffering, moral depravity, loss of life and property.

Caused by aggressive selfishness of a ruler or nation for self-aggrandizement.

Outbreak shows lack of understanding of laws of relationship between nations and ability to practice self-control, or of consideration of the greatest good for the greatest number.

Standing armies. Regular armies. Bodies of men maintained by the state. Regulations. Armory. Who declares war? Who calls out the troops?



THE CHRIST.—Hoffman

Consider the starting forth, as shown in the first picture. Appearance and equipment of man and beast. Sentiment displayed. Any exhibition of courage? Any self-denial? Any feeling about leaving home and people? Are officers affected same as "men of the ranks"? Why? to "The Dream."

Direct attention now. Compare appearance of these soldiers with those just starting. Does this show a soldier's life to be of ease and pleasure? Does the officer have a less uncomfortable time? If mistakes are made, upon whom is the blame placed? Then must all act together to ensure success? Do you realize that to be a good soldier a man must have physical strength and endurance, must be mentally intelligent, able to be unselfish and to practice obedience of that quality which asks not why, but responds instantly to the demands made upon him?

Reason for sleeping as depicted. Why was a hurried march necessary? Does it save time to simply stack the arms, roll up in a blanket, and sleep upon the ground? Is it necessary to sacrifice the men's physical welfare to the demands of war? Is real rest possible under such conditions? Who guards the resting men? Of what may the soldiers dream? Are they likely to see their homes and live again their former lives in

their dreams? What will happen in the early morning? What preparations will be made for the day's duties? Do you think the men feel much glad anticipation? Why?

Can any advantage of war be mentioned?

Results of war: Loss of life; mutilation and shattering of men physically; perverting of their interests in affairs in consequence; incurrence of heavy debt by the country, or countries; corruption of minds and morals of a great number of those who participate in or are in any way connected with it. What usually ends a war? Who disbands the forces? How avoid war?

Wise persons of moral and mental poise shall gather together and consider the causes for dissatisfaction and the possibility of their removal and adjustment of the desires of one country to those of another with all self-seeking of either abandoned, and an acceptance of a larger interpretation of the meaning of forbearance, and the readaptation of general laws concerning the rights of others applied to the case in question.

Apply these principles to the life of the schoolwork in carrying on its discipline.

Though deplorable, war will be inevitable until the mass—human—has reached the moral plane toward which it is struggling.



THE PASSING REGIMENT—Detaille



THE DREAM — Detaille

GRADING AND PROMOTION

THE CAMBRIDGE PLAN

A new plan for gradation and promotion was worked and put in operation in the schools of Cambridge, Mass., more than two years ago. It is one of the half-dozen plans in the country which have attracted national interest. It is the plan which Superintendent Parlin described in his report for 1910.

The plan may be more easily understood by following the accompanying diagram. The basal course, "A," covers a period of eight years. In each year but the last the work is divided into three grades, or twenty-three grades in all, each grade covering the work of about three months. The parallel course, or supplementary, "B," covers the same work in six years, with seventeen grades, the work assigned to each grade being one-third more than to each grade of the basal course. That is, pupils in the supplementary course are expected to do nearly as much in six months as those in the basal course do in nine, or, in other words, pupils in the basal course are required to do only two-thirds as much work in a given time as those in the supplementary course. In both courses there are three promotions each year except the last. It is impossible to keep up the division in the last year because the high schools admit and graduate pupils but twice a year. Then, too, the last five months in the grammar schools are devoted to a thorough review of the essentials of the elementary school subjects.

According to this plan, as Mr. Parlin goes on to say, if a pupil fails to do the work of his grade satisfactorily, he is required to repeat for only three months, and at the end of that time he has another chance for promotion. If he is

A		B	
8	$\frac{23}{22}$	17	6
	$\frac{21}{20}$	16	
7	$\frac{19}{18}$	15	
	$\frac{17}{16}$	14	5
6	$\frac{15}{14}$	13	
	$\frac{13}{12}$	12	
5	$\frac{11}{10}$	11	4
	$\frac{9}{8}$	10	
4	$\frac{7}{6}$	9	
	$\frac{5}{4}$	8	3
3	$\frac{3}{2}$	7	
	$\frac{2}{1}$	6	
2	$\frac{1}{1}$	5	2
		4	
1		3	
		2	1
		1	

in the supplementary course and fails to keep up, he may be transferred to the basal course with a maximum loss of only two months. Once each year the transfer may be made with the loss of only one month, and once each year without any loss of time whatever. Pupils in the basal course who are able to do more work than is required of them there may be transferred to the supplementary course at any time by repeating at most two months' work. Beginning with the third grade, the transfer may be made

every fourth grade the transfer can be made without any review. Thus it is possible by passing from one course to the other to vary the rate of progress, to meet a great variety of needs, and to do it without omitting any subject and without loss of time. The shortness of the grades and the frequency of promotions greatly improve attendance and stimulate effort. As one principal has put it: "It is an effective scheme for the elimination of the lazy." The period of review for those who fail to be promoted is not long enough to dishearten the pupils, or drive them out of school. In three months there is always another chance. This seems to them and to their parents quite different from a year, and so they go to work with new determination and increased effort. Moreover, the reviews always come at the end of short periods, before the pupils have lost the impressions received from their first study of the subjects. The second impression is made before the first is obliterated, either by the length of time or by a change of subject matter.

The plan necessitates the assignment of more than one grade to a room except in the larger buildings. This strikes many as an unfavorable feature of the system. But to Mr. Parlin it seems that there are compensating advantages: "Generally, teachers occupy too much of the time and attention of their pupils, giving the children too little time for study and the preparation of their work. There is so much teaching that the children do not learn how to study; so much explanation and help that they do not acquire independence and the power to master difficulties alone. After the teaching, assistance should be given only in individual cases, not to the whole class. If the whole class needs it, either the teaching has been inefficient or the work is too hard. There is also too much lesson-hearing or recitation and too little lesson-preparing. Usually, more time is given to recitation than to preparation, a practice that can hardly be defended by any sound reasoning. Pupils should be taught how to prepare their lessons—how to use books, where to find the information desired, how to pick out the essential matter and how to arrange it in orderly form. When there are two or more grades in a room, the upper grades learn much in review from the lower ones, while the lower grades in turn learn much from those in advance."

Under this plan children are admitted to the first grade at any time during the year, and, as should be evident, many children are able to advance in their school work much faster than is generally believed, and this without any overpressure whatever. Children are much happier when they are allowed to work at their natural speed and capacity, and under this arrangement they escape the discontent which inevitably follows where children are held back to the pace of their slower classmates. And naturally slow and indifferent children are very often awakened and aroused to the joy of good work. Another gain which results from the plan is that by sending the

at the end of every fourth grade by reviewing the work of one month, and at the end of

prepared pupils of the upper class to the high schools in February, the teacher has about six weeks for careful individual work with the remainder and slower proportion of the class before other pupils are promoted in March. Still another advantage is that by fixing the entrance age at six years and by admitting pupils on any day of the school year great waste is avoided, to say nothing of the in-

jury to the children in trying to get immature pupils to do work which they cannot understand, and for which they are entirely unprepared. A very helpful nucleus, accustomed to school work and unconsciously serving as guides to newcomers, is always present in each class. The teacher is never overwhelmed with forty or fifty beginners, "untamed and totally ignorant of what is expected of them."

Play is the birthright of every child.—*Donald North.*

WHERE THE BIRDS BUILD THEIR NESTS

JEAN E. HANSON

Crow.—

I am a noisy,
Big, black crow;
You'll laugh when you see
My nest, I know.

'Way off in the woods
We roost in a tree,
And our big, queer nests
Are rough as can be.

Little Girl.—

I've seen your nests,
And they're rough, I know;
But 'way off in the woods
They're quite safe, Mr. Crow.

Owl.—

I build my nest
In a hollow tree,
And the forest is
The place for me.

But, now and then,
'Way under the eaves,
I build my nest
Of twigs and leaves.

And feathers, too,
They are soft, you know,—
But I never build
Where it is low.

Little Girl.—

It's surely wise
To build in a wood;
So far from folks,—
Your choice is good.

Bob White.—

I hide my nest
Down in the grass;
You hardly see it
As you pass.

And my little quail babies
Hide there, in plain sight!
To find them, I tell you,
Your eyes must be bright!

Little Girl.—

You have chosen a place
That surely is right,

And you're a wise bird,
Dear, friendly Bob White.

For the leaves and the grass
Are the color of you,
And to tell which is which,
Is a hard thing to do!

Robin.—

I love to build
In an apple tree;
I like to be near you,
I'm friendly, you see.

Little Girl.—

That's just where we want you,
Dear Robin, quite near;
But there's danger in orchards,
From cats, I fear.

Bluebird.—

When I am ready to build my nest,
I hunt for a hole in a tree,
Then I clean it out and build my nest,
As nice and snug as can be.

Little Girl.—

That's a very sensible
Thing to do,
And it's nice to find a place
Ready for you!

Oriole.—

I like to swing in a cradle nest,
'Way up in a tall elm tree;
Just look at the very end of the bough,—
For there's where my nest will be.

Little Girl.—

That's a very nice place to build your nest,—
No naughty cat would try
To creep 'way out on that long, long branch,
And she wouldn't climb so high.

Chimney Swift.—

I build my nest
In the chimney so black,
And I carry its color
On my back!

Little Girl.—

That's a very safe place, of course,
But it seems so strange to me
For a bird to choose a chimney,
When it might live in a tree!

Eagle.—

I build my nest
On a ledge so high,
That to climb that cliff
No boy would try.

THE ROBIN

N. M. PAIRPOINT

[To be used as a reading lesson; either hanging the picture up for the children to see, or else tracing and hectographing the drawing for the pupils to copy.]



HUNTING for his breakfast,

A hungry bird is he,

His bright eyes peering through the grass,

An early worm to see.

Not one, but two or three.

Little Girl.—

Well, you are wise
As wise can be!
For a cliff is safer
Than any tree.

[The children taking part in this exercise should be dressed in appropriate colors,—the robin in red and brown, the bluebird in blue (and reddish brown in front),

and checked gingham or dotted percale for owl, Bob White, and eagle. The mixed suitings of which boys' clothes are often made are quite similar to the colors of speckled or gray-brown birds. Across the birds' breasts drape sashes diagonally, fastening the bird's name (in rather large letters) to the material. Where it is possible,—as with the bluebird, robin, oriole, and Bob White,—let each "bird" hold its nest in its "hand." For the eagle or crow a picture will answer.]

MISS LACEY'S TALKS

V. WINIFRED LACEY, M. PD.
Ishpeming, Mich.

HOW TO SECURE GOOD DISCIPLINE IN PRIMARY GRADES



WHEN primary teachers, and, in fact, when grade and elementary teachers, attend a teachers' meeting (whether such meeting be national, state, county, or local), or perhaps when such teachers take a visiting day, or it may be when they only read of the excellent results obtained in some line of work by some teacher, you will hear the question asked: "How can Miss Brown get such excellent results?" Teachers will attribute her success in getting such results to one of the following reasons: (1) A broad and extended education; (2) long service in a certain grade of work; (3) very high educational qualifications; (4) constant reading and applying same along a certain line of work; (5) a strong personality; (6) one who knows and understands children; (7) one who can discipline, etc. Glancing through the above the average teacher will admit she would be happy and successful were she the proud possessor of only one or two, but fate has willed it that many of us are very deficient regarding some of the qualifications mentioned.

Let us briefly refer to a few of the qualifications mentioned. First: "A broad and extended education." Carefully think of the number of teachers in your city or among your personal acquaintances, and in a majority of cases you will find that the teachers who were and are to-day recognized as only fair, and many very poor, are those who have had every opportunity and advantage of broad and extended education. Of course we do not say that such is the cause of their apparent failure; but the fact that they do belong to that class of fortunate ones who have had the privilege of a fine education and yet are not numbered among the great successes is consolation to Miss Jones across the hall, who is ranked as the finest primary teacher in the district. Upon investigation you will find that Miss Jones is the type of teacher who had many struggles trying to teach in the little district school, making a most heroic effort to give the children of that district the very best of herself, working untiringly to save enough money to help her attend a nearby high school or normal school so as to get a certificate, which would enable her to apply for a position in a school which would offer more advantages and larger salary. Miss Jones regrets the fact that she has not had the advantage of a broad and extended education, yet results are what we are considering, and she is the victor. Such a type of teacher may be depended upon to get a higher education in time, for she is the one who will keep everlastingly at it and take advantage of every opportunity to continue the work which she most desires.

While considering the second qualification, that of "long service in a certain grade of work," the new beginner, whether untrained or being fortu-

nate in having a normal training, need not become discouraged nor envious when thinking of her neighbor across the hall who has an experience of fifteen or twenty years. You may with safety refer to the teaching records of any system of schools, and you will be convinced that actual length of experience is not considered proof of teaching ability. It is also true that there are teachers who during their first year of work have accomplished more and are of much greater value to the system than many who have taught for ten or fifteen years.

In the class having the qualification of "constant reading and applying same along a certain kind of work" we can safely place a great majority of the most miserable failures of teachers. Many such teachers have the advantage of an excellent library, are located where they can get and read books on every subject, have no home cares or responsibilities outside of school hours, and although under such circumstances they read and read, yet when they attempt to apply what they have read, they are too mechanical to practically apply it, and so fail to get the desired results. Across the hall we have Miss Jones, who has for her library two or three good pedagogical books. She has also, no doubt, invested one or two dollars in a practical, helpful magazine, which comes to her home once a month, and in which she finds many helpful suggestions for the work of the month. No progressive teacher will allow herself to be without the help of a good magazine. It is one of the very best investments a teacher can make. Within its covers can be found something every month which the average primary or grade teacher feels after reading is practically worth the value of the whole subscription. It is the most simple and cheapest way of keeping pace with the work of schools throughout the country. When a teacher arrives at the stage where she is not interested in, or does not care, what other teachers are doing in her grade of work and what results they are getting, it is time for her to make room for a more deserving teacher. You are certainly not doing justice to your position and the children who come under your instruction.

Space will not permit me to go into details regarding the remaining qualifications, but you will note they are good, individually, and no doubt you will agree with a very prominent Eastern educator that if a teacher could have all three, she would be a fine type, whether primary or elementary. The Eastern educator to whom I refer, when asked to tell at national and state meetings what he considers a successful teacher, says: "Give me a teacher with a strong personality and one who can discipline, and I can assure you she will be a success."

Such a remark made by such an educator can well receive the serious consideration of all who hope to make successful teachers. A teacher

with a personality can, in ninety-nine per cent. of the cases, discipline and do it well. Such a teacher may be lacking in methods of teaching and deficient in academic work required for the work of the grade; or perhaps she does not know how to properly apply the course of study. It is always true that such a teacher can get abundant assistance from her superintendent and principal and the grade teacher across the hall; possibly she may be able to visit the room of some teacher who can be of much assistance to her. Given a teacher with strong personality and ability to discipline, and success is hers. Such a teacher can be given an outline to use in her work, and she will get most excellent results in almost every subject taught. Why? Because such a teacher can discipline. In the disciplining of her room she has two important ideas to enable her to get good results. First, she made certain rules (and few rules, let me add) for the governing of that room, but she enforced such rules. Every child was taught to comply with the rules and obey every direction; second, as a result of the first rule made and applied, she secured sufficient quiet in that room to admit of the daily work being accomplished without friction or interruption. Children in all grades should be taught to comply with the rules of the schoolroom and to obey the teacher's directions. In this way they soon learn they are forming the very foundation of character, for they are considering the rights

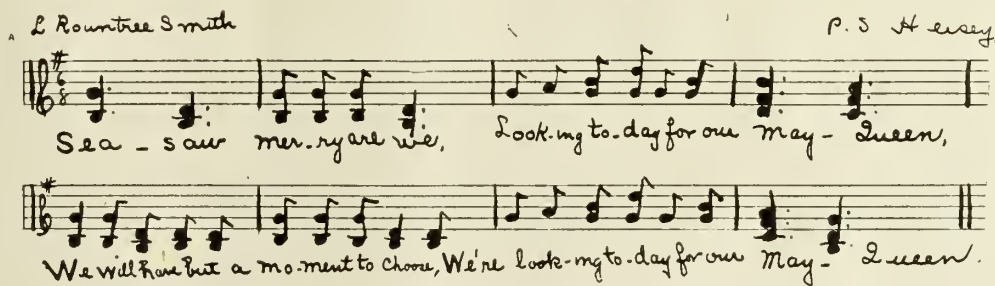
and privileges of others. In this mood the child grows and learns to control himself. The result, as is shown in the every-day work, is that he is working in happy harmony with the other children. When a child is taught to obey the rules of the school, he soon begins to work at his task with gladness. In this way he shows the effect of good discipline, and it proves to be lasting for his future.

Many grave and foolish mistakes are made by many teachers in thinking they have the right to make as many rules as they please, and to dictate same with no explanation to the child. Some teachers make a rule almost every time they open their mouths, and for every silly little offence committed during the day. This is not only foolish, but it is not just. It is only fair to the child to explain why you make a rule. In a recent copy of this paper, under the subject of "The Teacher," we said: "The little child is one of the best critics in the world." That is not only true, but this same little child is one of the keenest observers of human nature. Children know when you make a command just because you are cross or feel irritated. They also know when you make a command in a cool, deliberate way, showing in your very voice and by your very manner that you know and feel you are making the rule for the good of the children.

[To be continued.]

MAY DAY GAME*

LAURA ROUNTREE SMITH



[The children stand in two lines facing each other. They carry hoops covered with artificial red roses. They wave their hoops to and fro while singing. While singing the first verse of their song they march forward and meet each other. While singing the second verse they march forward and remain on opposite sides. They wave their hoops and the one chosen steps between the lines. They all hold up their hoops as though to crown her at the end of the verse. Then one child places his hoop or wreath on the chosen one's head, and they go together out of the game. Any one is at liberty to name the May Queen just before the singing of the last verse. The game may continue as long as any girls are left to be crowned. Only one may carry a hoop or wreath of roses if preferred, and the game may be played indoors or out. When played in a crowded room the children may stand in the aisles singing. The May Queen may go up in front of the school and be crowned.]

MAY DAY VERSES.

I.

See-saw, merry are we,
Looking to-day for our May Queen;
We will have but a moment to choose,
We're looking to-day for our May Queen.

II.

See-saw, come let us play,
Looking to-day for our May Queen;
She is smiling just over the way,
We see a bright lassie for May Queen.

III.

See-saw, tell us to-day,
Who shall we crown for our May Queen?
We will crown her with roses so gay,
'Tis (Mary) we'll crown for our May Queen.

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MR. WINSHIP'S CONVERSATIONS

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One who is not learning is not teaching.

National Education Association, Chicago, July 6-12, 1912.

Avoid shallowness in estimates of the work of teacher or pupil.

American Institute of Instruction, July 2-3-4-5, North Conway, N. H.

Any worth-while vocationalism must have both educational aim and civic purpose.

A definition which a teacher requires a child to learn is usually a "Saul's armor."

Foster the growth of the child's soul is the ideal now presented by the educationalistic progressives.

A theory that has been demonstrated in actual application is worth ten times as much as in the theoretic stage.

In at least forty-two cities federated women's clubs specifically work for the improvement of school conditions.

Canada has eight universities, the oldest being Dalhousie, at Halifax (1818), and Toronto, the largest (2,500 enrolled).

Between memorized information and real knowledge is a great gulf, but memorizing used to make us buckle down to work as the real thing.

There are two kinds of cranks; one sits on the tail of progress and shouts "Whoa" through a megaphone, the other turns on the steam and says: "Clear the track."

Keep out of the pasture if you dislike the frolicking of lambs; keep out of the schoolroom when the buoyancy of childhood gets on your nerves.

A notable feature of modern city life is the tendency on the part of persons of large means

to support other earnest men and women who are lending a hand to wayward, dependent, and delinquent children and youth.

Sidelight at St. Louis

A professor in the Ohio State University at Columbus called upon a teacher of his boyhood days. He was shocked to find her now an elderly lady, living alone in one wretched little room in abject poverty. He at once made provision for her immediate necessities, and before he left St. Louis he had provided for her comfort until he can have her come back among friends in her early home in Ohio.

Professor G—— missed several of the meetings of the Departments, but he had more satisfaction out of the meeting and its opportunities than any other educator, I am quite sure.

Safe and Sane Fourth

Until three years ago there was no reduction in the number of casualties on the Fourth of July.

The daily and weekly press had long been crusading against the wicked waste of limb and life, but all to no avail.

In 1909 the Sage Foundation entered upon its campaign. Twenty cities restricted the use of firearms and dangerous firecrackers.

There were 5,307 casualties.

In 1910 the Sage Foundation had induced ninety-one cities to legislate against danger, and introduce interesting and safe and sane celebrations.

The casualties were reduced nearly one-half, to 2,923.

In 1911 the cities enlisted were 161, and the casualties were once more reduced, to 1,603.

This year they are confident of cutting it in two once more.

It is not enough to prohibit dangerous practices. We must substitute safe, sane, and fascinating celebrations.

Jesse Field Will Leave County Supervision

Miss Jessie Field of Page county, Iowa, has been one of the most successful and useful county superintendents of the country. She has never had any opposition for renomination or re-election, and would probably never have any. She has not only achieved wonderful things in her county, but has been one of the most important speakers on state and national programs. The rural schools of the entire country have been greatly improved by her activities. Miss Field has been frequently offered advanced salary by institutions and associations to accept other work, but she has uniformly declined, and has stayed by Page county until now, but she has at last yielded, though she remains in Page county work till next January, when she will become superin-

tendent of rural work of the National Young Women's Christian Association. This is an important departure in rural school work, and means a great uplift along the higher lines of thought and life.

Great as is the disappointment in Miss Field's prospective withdrawal from direct supervision of rural schools, there can but be satisfaction that she is to have the nation as her field, and that she is to have a chance to work out ways and means of unifying country communities around religious centres of thought and service.

Michigan Federation

The teachers of Michigan have organized a State Federation, modeled largely after the Massachusetts State Federation. The organization took place at Jackson recently, with thirty-four delegates, representing 3,500 teachers, from Grand Rapids, Detroit, Saginaw, Bay City, Ann Arbor, Jackson, Port Huron, Adrian, and Lansing.

The idea for this state organization originated in Grand Rapids, and it was this which brought to that city the honor of having the first president of the federation which promises to become a very important factor in the school work of the state.

Elementary Scholarships

We have known a few cities to provide a small amount for the aid of a widowed mother whose son's earnings were needed by her before he had reached the limit of compulsory school age, but, so far as we know, Oklahoma is the first state to provide for such "scholarships," as they call them. Whenever a superintendent is satisfied that a pupil under sixteen years of age is needed by a widowed or divorced mother, he can so certify to the county commissioners, specifying the amount that he thinks the mother should receive in lieu of his work, and they pay the mother, out of the county treasury, that amount for the full nine months of the school year. The amount is rarely as much as he could earn, but it approximates it. As a rule the amount rarely goes above \$3.50, except in the case of a fifteen-year-old young man who is highly efficient, with an earning capacity of \$9. In a few such instances counties have paid a mother as high as \$7 a week. Raising the school age to sixteen makes this almost a necessity.

North Conway for A. I. I.

The American Institute of Instruction offers unusually favorable rates for its members this year,—a rate of a fare and three-fifths from any part of New England, or from some of the principal points in the Boston and Maine system a single fare for a round trip based on the July 4th rate. These rates, taken together with the unusually favorable hotel rates by the twenty hotels in the immediate vicinity of North Conway, will make provision for the accommodation of 1,000

people without crowding. The location, so central in New England, makes it favorable for teachers and tourists alike from the farthest points, and in this particular is a great improvement over meeting in some corner of New England where some have been obliged to travel the entire length of New England.

A unique series of enjoyable programs has been prepared for the successive days, including a special trip to Mt. Washington on July 4, and a special patriotic service and oration in the evening. This year the meeting of the National Education Association in Chicago the following week will make it possible for teachers who desire to attend both meetings, going readily from one to the other.

Once More

Once more the "Teachers' Institute is passing away." This has been a steady announcement for more than twenty-five years. We do not know when these "final appearances" according to the opponents of the institute began, but we know that they were in full blast twenty-seven years ago, and we expect Gabriel's trumpet will find them still on guard. Of course they have always been in the interest of the dear children and their teachers, but they have always been by the advocates of some other special functions.

Twenty-seven years ago the institutes were "disappearing" in the interest of "Schools of Methods," but the institutes are still with us, and those "Schools of Methods," where are they?

The teachers' institutes are far from being perfect or ideal, but they have great staying qualities, which has never been true of any of their substitutes. The county institute seems to be more firmly established to-day than ever before and much more useful.

We have known these county institutes for all of these years, and their evolution has been as interesting and important as any phase of teachers' work. The normal schools and the departments of education in the universities have not been a more vital matter professionally than have the broadened and intensified teachers' institutes. The "passing of the institutes" campaign just now quotes the abandonment of them in New York and New Jersey. In neither New York nor New Jersey have the institutes had any of the county institute characteristics for more than a quarter of a century. In both states they were merely phases of the state department of education with all local initiative and inspiration eliminated, just as the so-called institutes of the New England states have always been. It is characteristic of these eight states in the North Atlantic group to eliminate the county unit.

The normal schools, the departments of education in state universities, the normal and university summer schools are all helped immeasurably by the inspiration of these county institutes, in all of which their instructors do an important part of the work.

NATURE STUDIES

STUDY OF TREES



THESE nature lessons introduce primary and intermediate pupils to specific observation of the leaves of common trees. Simple introductory talks lead them to an appreciation of the beauty of trees and their great value to our villages, cities, and country.

Every primary child should be able to recognize the leaves of trees in his vicinity. Observation is quickened by this study as in no other way. Such lessons form interesting data for written language work. Drawing and much "busy work" can be easily related to them. Few technical terms are given. The child tells what he discovers in simple language. Later, an exhaustive study of trees will be a delight.

These brief, suggestive outlines in nature work can be elaborated by the teacher, and may be adapted to all primary and intermediate grades.

GENERAL TALK ON TREES.

1. Interest children in trees. Kinds near their houses. Which they like best? Why? Kinds near schoolhouse. What good for? Lumber, fuel, shade, beauty, fruit, etc., etc.

2. Parts of tree: Roots, trunk, head. Uses of each part. Drawings.

GENERAL TALK ON LEAVES.

Each shield has a leaf. (a) 1. Examine closely. 2. Draw. 3. Describe: Size, form, color, surface.

Use words in description, as: Long, short, broad, narrow, thick, thin, glossy, etc.

(b) Parts of leaf: 1. Stem or petiole. 2. Blades.

(c) Parts of blade: Base, apex, margin, surface, framework—ribs, veins, veinlets.

(d) Colors: In summer; autumn.

(e) Uses: For beauty, for fragrance, for shade, for flowers and fruit, for shade for us, for shade for animals, for medicine, lungs for plant, absorb moisture for plant.

GENERAL TALK ON SUGAR-MAPLE TREE.

Most beautiful of all maples. Finest found in New England. Most valuable of maples. Tree fifty to eighty feet high. Very thick shade. Timber good for lumber, fuel, furniture, inside furnishings, ashes (for potash), etc. Especially valuable for "maple sugar."

Short description of methods of obtaining sap and making sugar. (Relate this in written language or compositions.) Average tree yields five to ten pounds of sugar yearly.

Accidental varieties furnish the beautiful bird's-eye maple and curled maple.

When first out leaves tinged with red and purple; green in summer, gorgeous in fall.

SPECIFIC STUDY OF SUGAR-MAPLE LEAF.

Specimens for each child. Parts of leaf: 1. Stem or petiole. 2. Blade: Apex, base, margin, surface, framework—veins, veinlets.

Have pupils observe: 1. Long, slender petiole. 2. Margins not deeply cut. (Parts of blade between cuts are lobes.) 3. Lobes pointed; few coarse teeth. 4. Cuts rounded. 5. Dark green above, lighter green beneath.

Many drawings from specimens.

WHITE MAPLE LEAF.

Have pupils observe: 1. Long, slender petiole. (Compare with sugar maple.) 2. Margins deeply and most

beautifully cut. 3. Lobes pointed; unequally toothed. 4. Cuts pointed. (Compare with sugar maple.) 5. Five large veins. 6. Vivid green in summer. 7. Sap not so sweet as in sugar maple.

RED MAPLE LEAF.

Have pupils observe (constantly compare): 1. Leaves much smaller than maples studied. 2. Petiole shorter. 3. Not deeply cut margin; finer toothed. 4. Leaves turn to gorgeous colors early in fall or even summer.

THE ELM LEAF.

Give talk on the "grand old elms." Each pupil has leaf. Few maples for comparison.

Have pupils observe: 1. Short, stout petiole. Compare with maples. 2. Oval shape. 3. Heart-shape base. (Notice difference in sides.) 4. Sharp apex. 5. Double saw-tooth, or "doubly-serrate" margin. (Compare with maple.) 6. Surface smooth above; hairy beneath. 7. Plainly seen mid-vein or mid-rib, dividing blade into two parts. Regular veins. (Notice connection with mid-rib.) 8. Turn golden yellow in fall. (Pupils discover from observation.)

GENERAL TALK ON "THE BRAVE OLD OAK."

Inspire children with a love for this symbol of strength. "The oak tree was especially revered in olden times. One nation had a law severely punishing any one who should dare cut down an oak. The great holes in the bark were considered by the Germans as the pathways for fairies. In all countries it was looked upon as the tree of the gods and a great protection to have one near one's home."

Many oaks in New England. Grand shade trees. Wood valuable for carriages, farm tools, casks, furniture, inside finishings of houses, etc., etc.

Song: "The Brave Old Oak."

SPECIFIC STUDY OF OAK LEAVES—WHITE OAK.

Specimen for each pupil. Have pupils observe: 1. Very short petiole. 2. General shape (pear). 3. Three or four rounded lobes on each side. 4. Margin nearly entire. 5. Blunt apex. 6. Plainly seen mid-rib and veins. (Compare meeting of veins with mid-rib to that of elm.) 7. Rather silvery on under side. Hairy when young. 8. Smooth and glossy. (Compare with elm and maple.) 9. Does not turn very brilliant colors in fall. (Compare with maple and elm.) 10. This leaf is often used as a pattern in ornamental work.

RED OAK LEAF.

Specimens for each pupil. Have also white oak leaves present for comparison. Have pupils constantly compare the two kinds.

Observe: 1. Difference in lobes, in comparison with white oak. Sharp, ending in bristly point. 2. Compare number of lobes with those of white oak and maples. 3. Observe spreading of lobes. 4. Entire or toothed margin. 5. "Cuts" or sinuses narrow. 6. Gorgeous colorings in fall. (Compare with white oak.)

A Playground Creed

The Playground Association of Colorado Springs, Colo., has promulgated the following creed:—

First—We believe that playgrounds should be provided for schools as follows:—

(a) For each city school, one entire block.

(b) For each rural or village school, from two to ten acres.

(c) For each high school, from five to fifteen acres.

Second—We believe that at least one hour of organized play should be made a part of the daily curriculum of all classes below the fifth grade, without lengthening the school day.

Third—We believe that school yard playgrounds should be equipped with a certain minimum of suitable apparatus and open for the play of the children during the school intermissions, after school, on Saturday and during the summer vaca-

tion, under the supervision of a competent play leader.

Fourth—We believe that there should be some competent and well-paid official in charge of the general athletics in each school system, with a view to securing the general participation of all pupils in such forms of outdoor activities as are suitable to their ages and sexes.

Fifth—We believe that some provision for the play of little children, less than five years of age, should always be made by the parents in the yards of the houses, where such yards exist.

PRIMARY GEOGRAPHY

MISS WINTHROP

When should we begin to teach geography?

"In the first grade."

What is geography?

"A description and comparison of places and people."

Why teach geography in the first grade?

"To form the habit of easy thought and natural expression in description and comparison of places and persons."

What are some fundamental activities preliminary to description and comparison of places and persons?

"A readiness in seeing and stating directions, distances, and sizes."

SUGGESTIONS FOR PRACTICE IN COMPARISONS.

[See that the children understand the use of length, breadth, height, horizontal and vertical, right and left, top and bottom.]

Fix in the mind of every child the location of north, south, east, west, northeast, northwest, southeast, and southwest.

In which direction is the window longest?

The door? The teacher's desk?

In which direction is the schoolroom longest?

Is the side of the room or the end of the room longest?

Is the side of the room higher than it is long?

In which direction is the school yard longest?

Are there more boys or girls in school?

Is the tallest pupil a boy or girl?

Is the shortest pupil a boy or girl?

Do more boys and girls go to the right or left of the school yard in going home?

SUGGESTIONS FOR DESCRIPTION.

Tell all three things about your desk.

Three things about the teacher's desk.

About the windows.

About the doors.

About the side of the room.

About the end of the room.

About the schoolhouse as seen from the outside.

About the school yard.

About some tree.

About some fruit.

About some flowers.

About some cat.

About some dog.

About some horse.

About selling papers (if in a city).

About coasting (if in winter).

About playing ball.

About playing marbles.

About some book.

About a street car (if there are street cars nearby).

SUGGESTIONS FOR DIRECTIONS.

Which direction is the front of the room from the back?

The right side from the left?

The teacher's desk from —'s seat?

The post-office from the schoolhouse?

Make other questions by naming seats of two pupils; by naming the home of one child from that of another, etc.

SUGGESTIONS FOR DISTANCES.

How many inches long is your First Reader? How wide?

How long is your desk? How wide? How high?

How long is your pencil?

Have them measure many things, using feet and yards if they know those measures.

Which is heavier, this book or that? This piece of wood or that?

Blindfold the child after a little and have him state which of two objects is the heavier.

SUGGESTIONS WHEN THINGS ARE ABSENT.

While in school compare things out of school.

Describe things out of school.

Use distances and directions of things they cannot see.

Use things that one child has seen or knows that the others do not.

Describe places one has visited and others have not.

Animals that one has seen and not the others.

Persons one has seen and not the others.

Trains, boats, etc., that one has seen and not the others.

All these are merely suggestions capable of infinite variations, but all prepare the way for description and comparison of places and persons, present and absent. All this is first-class oral language work as well as preparation for geography.

MEMORIAL DAY

MARTINA GARDNER

Recitation—"Ev'ry Year More Flags Are Needed."—

Ev'ry year more flags are needed
When the muffled drums beat low,
And we seek the ones who're sleeping
In their beds so green and low.

Silently we mark the places
For the soldiers true and brave
With the flag they loved so dearly,
One flag for each soldier's grave.

But each year more flags are needed
When we wend our silent way,
Bearing flags and fragrant blossoms
On our soldiers' graves to lay.

Song—"Strew the Flowers and Place the Flags." Tune:
"Maryland, My Maryland."—

Now let the muffled drums beat low.
Strew the flowers and place the flags.
Upon these graves so green and low
Strew the flowers and place the flags.
We bear the flags, red, white, and blue,
We carry roses wet with dew,
And pansies with their hearts so true.
Strew the flowers and place the flags.

And while we honor those who fell,
Strew the flowers and place the flags,
We'll think of those who fought as well,
Strew the flowers and place the flags.
Of those who're gathered here to-day
Who fought on fields so far away,
But who still live and with us say
Strew the flowers and place the flags.

All honor to the ones who sleep,
Strew the flowers and place the flags.
Yet one place in our hearts we keep,
Strew the flowers and place the flags.
For those who loved their country well,
Who lived while those around them fell,
Who meet to-day the tale to tell,
Strew the flowers and place the flags.

Acrostic—"In Remembrance."

[For thirteen very small children. Each carries letter which he displays when reciting his couplet.]

I have heard grandfather tell
Of the soldiers who fought well.

None of us who're standing here
Know about those war times drear.

Roses we have brought to-day
On our soldiers' graves to lay.

Every blossom we will strew
For our soldiers brave and true.

Men who loved their country well,
And their story we will tell.

Each one marched forth strong and brave,
Many found a soldier's grave.

Many years have passed away.
Often on Memorial Day,

Bringing flowers, have children met,
Bringing blossoms all dew-wet.

Roses white and violets blue
For the soldiers brave and true.

And they told the story o'er
Of those dark, dark days of yore.

Now the cruel war is done,
O'er us brightly shines the sun.

Calling us from work and play
Upon this Memorial Day.

Every one brings flowers to-day
On the soldiers' graves to lay.

All.—

In remembrance we have met,
In remembrance tarry yet.
In remembrance of the brave
Men who died our land to save.

Exercise—"Bring Your Flowers." Tune: "Long, Long Ago."

[Enter six little girls carrying empty baskets twined with green. Skip to front of platform and sing.]

Flow'rs for the soldiers we're strewing to-day,
Bring, bring your flowers, bring, bring your flowers.
Flow'rs on each dear soldier's grave we would lay;
Bring, bring your flowers, bring your flowers.

Blossoms so fragrant and blossoms so fair,
Nosegays you wish with the soldiers to share,
Dear, dew-wet v'lets or roses so rare;
Bring, bring your flowers, bring your flowers.

[Separate, standing three to left and three to right.
Enter two children with hands filled with white blossoms. Stand between girls with basket. Sing.]

Now we bring blossoms so pure and so white,
Bring, bring we flowers, bring we flowers.
Flow'rs for our soldiers who fought for the right,
Bring, bring we flowers, bring we flowers.

[Separate, right and left. Put flowers in basket while all sing.]

CHORUS.

Now we bring flow'rs for our soldiers so true,
Flow'rs that we gathered all wet with the dew,
Flow'rs on the dear soldiers' graves we will strew.
Bring, bring we flowers, bring we flowers.

[Children take places behind girls with baskets. Two more enter. Repeat action for each couple.]

Children (with red flowers).—

Blossoms we've chosen all fragrant and red,
Bring, bring we flowers, bring, bring we flowers.
Red, like the blood that the brave heroes shed,
Bring, bring we flowers, bring we flowers.—Cho.

Children (with violets).—

We found these violets tender and blue,
Bring, bring we flowers, bring, bring we flowers.
We would place them in your green baskets, too.
Bring, bring we flowers, bring we flowers.—Cho.

[March from platform, repeating chorus softly.]

Closing Chorus. Tune: "Auld Lang Syne."—

Should soldiers dear e'er be forgot,
Our soldiers true and brave?
Should soldiers dear e'er be forgot,
Who died our land to save?

CHORUS.

No, we'll remember well,
The story often tell.
And ne'er forget throughout the year
Our soldiers dear.

A Plainfield, N. J., School

Mrs. W. Durant, Plainfield, N. J., has an exceedingly interesting school. Her pupils get real life, and a lot of it. They enjoy every min-



CONCENTRATED ATTENTION
Mrs. Durant's School, Plainfield



POSING FOR A DRAWING LESSON
Mrs. Durant's School

ute of school life to the limit, and yet they learn as much, to say the least, as they would learn if they were doing routine work all the time.

LIVING NUMBER EXERCISES

VIRGINIA BAKER



O relieve the monotony of the daily drill with blocks, pegs, etc., it is well, occasionally, to allow the children themselves to represent numbers.

Two and two are four, demonstrated by two children and two children, is something that proves intensely interesting to the little folks. All sorts of combinations may be made.

Now and then number games prove helpful, as they rest tired brains and muscles. Here is one that children enjoy:—

Arrange ten children in two lines of five each, and facing one another. Then repeat this rhyme, pointing at the various children as you call the numbers:—

One, two, the leaders are you,
Three, four, here are some more,
Five, six, yourselves in line fix,
Seven, eight, stand quiet and straight,
Nine, ten, march up and down, then
All take your places in order again.

Numbers 1, 3, 5, 7, and 9 are taken from one line, 2, 4, 6, 8, and 10 from the other. After the children have marched about, dismiss them by groups of twos, threes, etc., and, as each group passes, let the pupils who have not participated in the game tell the number of those remaining.

"John Brown had ten little Indians" may easily be adapted to a number game. First have the children sing the song, as the music fixes their attention and arouses interest. Next select ten children to represent the "little Indians." Call upon different pupils to count groups of these, as, three Indians, seven Indians, nine Indians, etc. Have them add groups and subtract from them. A "clock game" may be played as follows: One child may call another and say: "Tell me what time it is."

The second child must silently point to the number of children corresponding to the time he wishes to name, and these must stand. He must then say: "It is four o'clock," or, "eight o'clock," or whatever else may be the number he has chosen. Other children may be called out in turn and required to give the time. A song or verse about the clock or time may be used to begin or end the game.

The boys will be interested in playing "soldiers." One boy, acting as captain, may arrange the class in lines of twos, threes, etc., as directed by the teacher. To close the recitation have the "soldiers" march or give an exercise in gymnastics.

There are many other ways in which the teacher may utilize the pupils for number work.

Just as dramatizing the reading lesson stimulates interest, so does the "acting out" of number work keep the children happy and enthusiastic.

MANUAL OCCUPATIONS

A NATURE BOOKLET

N. M. PAIRPOINT

THE principal facts that are impressing themselves upon all of us at the present time seem to be that spring is here and that summer is coming. Charming booklets that the children will be able to take home with them when

zontally, or the paper can be cut a little shorter, making it six by seven or eight inches. These are to be ultimately bound in a woven cover tied down the back.

When the size is decided, plan all the nature drawings for that sized paper, allowing good margins and a space for a written sentence about the subject drawn.

A variety of material in nature work is always best, so allow as many pages as seem advisable for plants, buds, flowers, and twigs; so many for birds and nests; some for insects; and some for landscapes.

Have a general idea how many pages can be devoted to each subject, but do not plan it out so closely that an extra one or two cannot be added if especially good material is brought in.

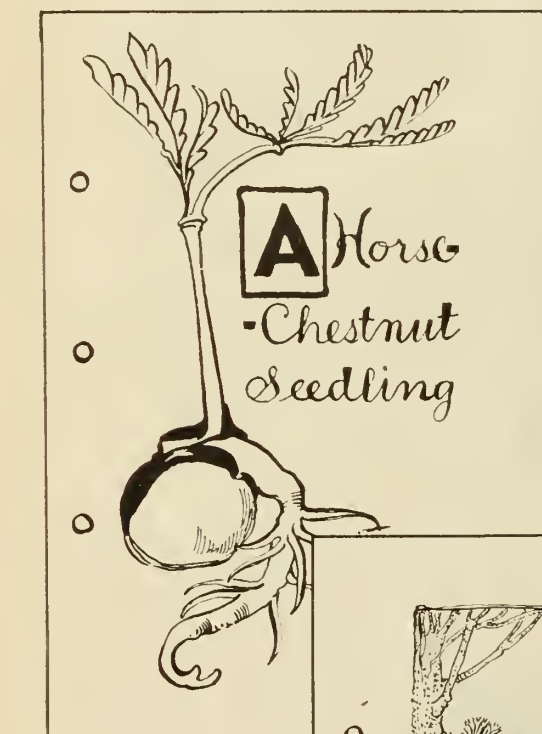
Help the pupils to think of composition, good spacing, margins, and pages that will be a pleasure to look at.

The swelling buds and seedlings will be amongst the first things to be used. They will occupy long, narrow spaces, but may often lap over the edges of the margins, so that irregular shapes will result. Then a sentence or verse beginning with a simple initial letter may be arranged to fit in beside the drawing.

On another page a landscape may be used to tell where the first frog was heard. Arrange the subject so that trees or tall bushes may form the outside edges, and a line drawn across the top will end the sky. At the lower edge let the ending be irregular, and have the line or two of writing down below.

Some one is sure to have seen the birds building, and possibly an old, abandoned nest can be brought to school. This will make a charming little drawing for the upper corner of a page, resting on a branch, with a leaf or two attached. The sentence used will probably tell what birds the pupils have seen building.

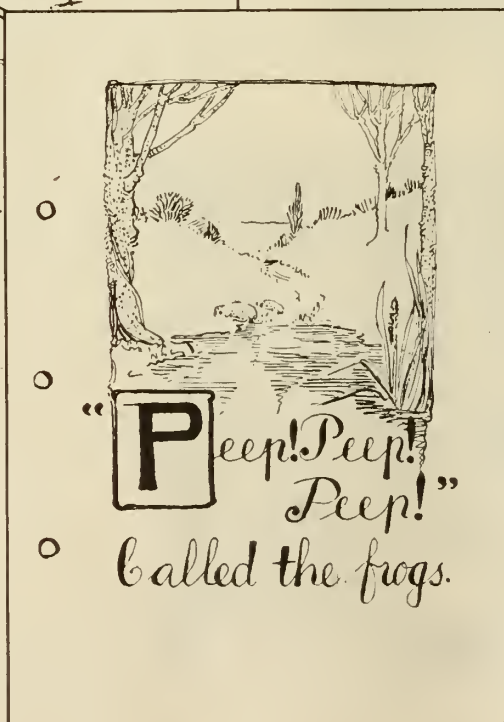
During this month some one is likely to be interested in insects, and a caterpillar is a good subject.



the long vacation comes can be made by planning the drawing and manual work for the last two months of the school year with that object in view. The nature work can also be made to contribute to the same results.

Decide upon the most convenient size for the book, or if some choice can be allowed the pupils in sizes, it will add much to the variety of the work.

Six by nine inches is usually an available size, and it may be used either vertically or hori-



Show them how the creature has a little round head, and thirteen segments beyond. The first three after the head each have a pair of little pointed legs, then there are two without, and the following four have thick, heavy prolegs, and a pair of feet on the last segment.

When the children understand the construction, they will have no trouble to draw it.

The caterpillars should be represented as feeding upon their own particular plant, as they are fussy creatures, and each only eats a certain kind.

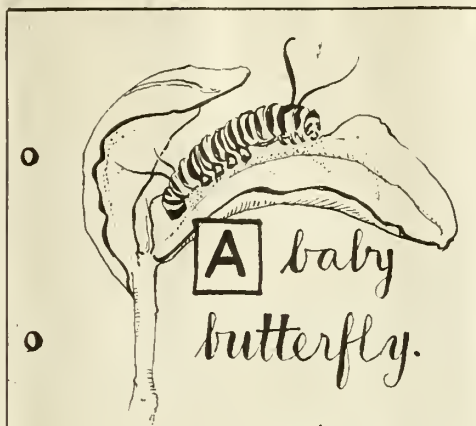
Another page should have a picture of the adult caterpillar when he becomes a butterfly, and no doubt some of the pupils will have seen either a Mourning Cloak or a Milkweed butterfly.

It is best to draw these from a colored print. Excellent ones can be obtained for about one cent each; then each child can have one to work from. The living insect would move all the time, and the pupils are hardly good enough draftsmen to work from it, but the print will give them a lot of information about its construction and markings.

In arranging the initial letters, use a very simple alphabet. The Gothic capitals are the best, as they are the foundation of all good lettering. Do not attempt "fancy" letters before the pupils are familiar with the form and proportion of the simplest. In fact, "fancy" letters can best be left out altogether, for they are seldom anything but freaks.

When ready to write the sentence on each sheet have two very light pencil lines ruled to give

them. Have all the sheets saved carefully, and the binding will be the manual work for the last month of school.

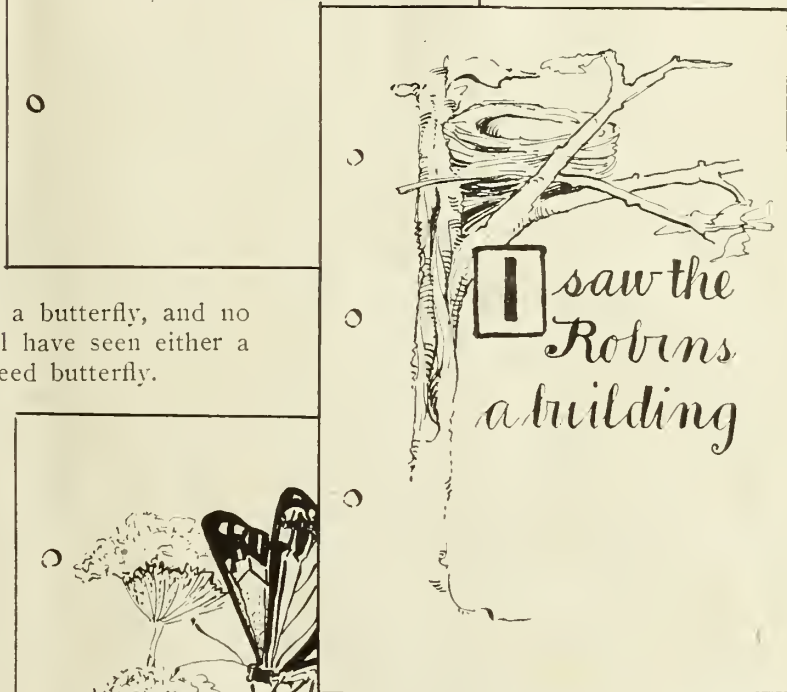


A baby butterfly.

just the height of the small letters. Also decide how many lines will be needed to hold the sentence, and write the words first very lightly with pencil.

It needs care to have the spaces arranged so each line will end just under the one before it, and the block of writing will make a compact mass.

Do not hurry about putting the letters in ink, but be



I saw the Robins a building



A Monach of the summer time.

quite sure it is right in pencil first.

The initial letter may be colored to harmonize with the drawing or it may be black to agree with the rest of the writing, and the space at the back of the letter may be colored or filled with gold or silver paint.

It is just as well to have all the initials for any one book finished in the same way, as it will make a little connection between

Let reverence for the laws be breathed by every American mother to the lisping babe that prattles on her lap. Let it be taught in schools, in seminaries, and colleges. Let it be written in primers, spelling-books, and in almanacs. Let it be preached from the pulpit, proclaimed in legislative halls and enforced in courts of justice. And, in short, let it become the political religion of the nation.—*Abraham Lincoln.*

MOTHER PLAY IN PRIMARY GRADES—(X.)

BERTHA H. BURRIDGE

THE FLOWER BASKET

"Welcome each small offering
That a young child's love may bring,
Though perchance he stint himself
Of some childish joy or pelf;
For love grows with being spent,
But starves in its own plenty pent."



HIS is the motto which accompanies the mother play entitled "The Flower Basket." With it is a picture of a young child gathering lilies and filling a basket for the

dear father.

"Why, my darling," says the father, "your little flowers are beautiful. They are so fresh and pure. How glad they make me! How glad every thing makes me to-day!"

"Mother, why is father so glad?"

"My child, he is glad because the air is so mild, because the sun shines so brightly, because the sky is so blue, because the birds are singing and twittering so merrily, because the field is so gay with flowers and so sparkling with dew."

What better topic for a morning talk on a glad May day than this?

Let us help our children to be happy in the fresh beauty of springtime. Tell them that people have always been glad to see the spring come, and of the many ways in which people celebrate the day.

Plan with the children a simple May festival. Gather many kinds of flowers, and talk with the children of how they have been awakened by the rain, the wind, and the sunshine. Tell them of the many ways in which the flowers resemble little boys and girls: they eat, sleep, talk, and wear pretty dresses. Have the children tell where certain flowers live, what they like to eat, when they sleep (some by day and some by night), to whom they talk (bees and butterflies and to us, too). Show them the cloak and dress each little blossom wears. Tell them how precious the flower is, as she gets the seeds ready, and how carefully

she should be treated. Never let the children handle flowers roughly, nor destroy them wantonly. When a lesson is finished, have the flowers collected carefully and replaced in water.

For handwork let them make May baskets, fill them with flowers, and hang one on the door of each of the upper grade rooms; then carry one home to mother, and one to any little friend who may be ill.

Teach the Maypole dance and have a Maypole wound with green and pink cheese cloth; let the children choose a May queen to be crowned with flowers.

If the season is sufficiently advanced, and the day pleasant, take them for an excursion in the woods.

Teach many flower songs and poems during the month, and tell some of the beautiful flower myths.

REFERENCES FOR HAND WORK.

"Suggestions for Hand Work," Hoxie.

"Busy Hands," Bowker.

"Primary Handwork," Seegmiller.

"Primary Manual Work," Ledyard and Bufenfeld.

REFERENCES FOR STORIES.

"In the Child's World," Poulsson.

"Stories Mother Nature Told," Andrews.

"Little Flower People," Hale.

SONGS AND GAMES.

"Lovely May," "Merry Songs and Games," Hubbard.

"The May Dance," "Stories in Song," Emerson-Brown.

"To the Great Brown," "Songs for Little Children," Smith.

"House Where Flowers Dwell."

POEMS.

"Marjorie's Almanac," Thomas Bailey Aldrich.

"The Year's at the Spring," Robert Browning.

"The Swing," Robert Louis Stevenson.

"The Apple Tree Lady," Eugene Field.

"A SCRATCH PACK"

MARY ELLASON COTTING

[Supplement with the issue is for use with this article.]



ALL attention while thumb-tacking the picture in place by saying: Let's play "think hard" and try to find out what all the animals in this picture are doing. What do you suppose

makes them do so? Where can they be going? How does it happen that most of the dogs are so near the Shetland pony? Do you see what the boy is holding in his right hand? (In the country where this child lives the people take their dogs out for exercise, and in order to teach them how to mind well and keep together, a horn, or queer whistle, is used for calling the pack, as a number of dogs is called in that land.) Why do you think the largest dog runs so close to Dick and the pony? (Yes, he's fond of them, and then for ever so many years—ever since Dick was a

baby—he has had to "guard" the child; so he thinks that his place is as near to Dick as he can possibly get. "Keeper" is a very faithful dog, you know.) Where do you suppose all those dogs stay when they are through having their morning good time? (Kennels. Explain.) What is that little dog—that is behind all the rest of them—doing? Why should he be waiting for the man who is on horseback? Why is the man riding behind? Why doesn't he ride beside Dick? (Well, the dogs will frolic and enjoy themselves more if they are allowed to run just as they are running. Then Dick is learning how to take proper care of them and guide the pony at the same time; and if the man rode too near he might interfere with Dick's way of doing.) You wonder why the man, who is called a groom, doesn't stay at home then? (Dick's father sends him to take care of his little boy and teach him a great many things which he must learn before he becomes a big, strong man. The groom is carefully watch-

ing, and if Dick makes any mistakes he will tell him just what must be done next time to make every thing go off all right.)

Wouldn't you just love to be with them? They will most likely go through shady woods, across the sweet-smelling, sunshiny fields, and along the roads where flowers are beginning to blossom, and the birds are singing as they do their work around the nests, for you know they have as much work to do as we have. Now you keep thinking about this picture until to-morrow, and by that time perhaps you will have thought of names for the horse, the pony, and all of the dogs excepting "Keeper." (Somebody asked: "Is his

name really 'Keeper'?" The reply was: "The large dog's name is to be 'Keeper.'")

Though this is seemingly a very simple picture, its possibilities are numerous, for there can be lessons developed upon the pony, the horse, the dogs (their physical and other characteristics); the ways in which they serve man; man's responsibility for the proper care for each class of animals; the training a child must have to enable him to properly take his place in the world when he is older; the responsibility which falls upon those who serve the boy's parents; faithfulness and obedience; and a consideration of and comparison with the modes of life in the lad's homeland and our own.

PRIMARY STUDIES IN LITERATURE

ANNA WILDMAN
Philadelphia

"GOLDEN GLORIES"

The buttercup is like a golden cup,

The marigold is like a golden frill,

The daisy with a golden eye looks up,

And golden spreads the flag beside the rill,

And gay and golden nods the daffodil.

The gorsey common swells a golden sea,

The cowslip hangs a head of golden tips,

And golden is the honey which the bee

Sucks from sweet hearts of flowers and stores and sips.

—Christina G. Rossetti.

[This poem is reprinted by kind permission of Messrs. Little, Brown & Co., Boston.]

QUESTIONS AND SUGGESTIONS.



OW many flowers does the poet name? Describe the buttercup. Where does it grow, and when does it bloom? Describe the marigold.

At what time of year and where may it be seen blooming? Describe the daisy. How does the English flower differ from the American? [The English daisy is somewhat smaller, and is tipped with pink. Mrs. Lankester, in "Wild Flowers Worth Notice," writes: "Were we teaching botany, there would be no need to describe this little flower, it is so well known all over the world, but we should, with a good magnifying glass, endeavor to show that each one of the little white strap-shaped petals, as they appear to be, as well as the yellow fibres which form the centre, are, in reality, perfect flowers of themselves, containing all the organs that are necessary to a flower. The daisy is not the simple flower it appears to be, but is really a great many flowers put together in one large head, and held together by the little green cup which looks like a calyx, but is not one at all. It is really a number of little bracts, or leaves, that grow together and form a case for the flower inside. Under the microscope it is readily seen that the white strap is really a tube, and at one end there is a little flower, ending in two horns, which is the style with two stigmas. By the aid of the glass it may also be seen that the tiny yellow threads in the centre contain the petals with their stigmas and the little stamens growing around."]

Describe the water flag. [The water flag, or yellow iris, "is found in wet meadows and marshes and along water-courses throughout Europe. . . . The stem is about two feet high. The lower leaves are often much longer, stiff, and erect, and of a pale green color; the upper leaves are shorter. The flowers proceed from a sheathing bract, are large, erect, and of a bright yellow color, two or three together."]

Describe the daffodil. When does it bloom? [The name *daffodil* is a corruption of *affo dyle*, meaning "that which cometh early." "In the southwest of England," says Mrs. Lankester, "the yellow, or pale lemon-colored, blossoms may be seen covering acres of land."]

What is meant by the line:—

"The gorsey common swells a golden sea"?

[Gorse, or furze, is a very prickly plant bearing fragrant yellow blossoms. It may be seen in flower at all times of year, but reaches the height of its beauty in May and June. It is very common in England, growing on almost every heath and waste piece of land."]

Describe the cowslip. [The cowslip, which blooms during April and May, bears clusters of small yellow flowers, each in a green cup, and all hanging their heads.]

Why does the author, last of all, speak of the golden honey?

Make a list of as many yellow flowers as you can name. Write a short composition about yellow flowers. You might write one called "A Golden Garden." Memorize the poem.

For suggestive value it seems to me we may safely say that few poems for children surpass this pretty, dainty "Golden Glories." From each line, for example, can be developed a scene, which pupils sufficiently advanced may describe. Not only may other yellow flowers be celebrated in interesting little compositions, but red, blue, white, and purple blossoms may be considered. Then, too, other objects. Then flowers might be studied with reference to color. Thus will many pleasing associations gather about Miss Rossetti's poem, helping the children to remember it; and, at the same time, new paths of thought will be forming, new powers developing in their minds.

MUSIC IN RURAL SCHOOLS

MYRA K. PETERS

Lead, South Dakota



NOTING from the introduction of your desk copy of the Modern Series: "Singing in the ungraded school can be made to exert a very great influence upon the spirit and thought, not only of the school itself, but also upon that of the community."

I listened to a lecture on morals given recently at an institute which brought a whirling, tumultuous, insistent group of inward questioning to me.

How much does our school music affect the morals of the community in which I teach?

Music does control a community; it reaches the very heart of a home, the very heart of the individual, for it gives a means of expression.

People who are slow of speech and who cannot find words to express the most beautiful and sacred sentiments of their lives find comfort and consolation in singing the words of some song that expresses the pent-up emotions of their souls.

If selections are wisely chosen it widens their knowledge of good literature; creates a social atmosphere; forms morals; forms conceptions of truth and beauty in poetic language; teaches observation and concentration.

All great music has been written during the greatest heart-throbs of a nation's or individual's existence. There is music in everything around us, in every one we come in contact with. Look for it.

Our work for the year has not only sweetened the atmosphere of the schoolroom, but has been leading to all of the above for the community in which we have worked if we have really been sincere.

In our outline for this month we consider Decoration Day, the bright spring weather, and songs for the wee ones suitable for outdoor games.

You will have your examinations and grades to make out, besides endless work in detail for the closing of the year, so your outline will be appreciated more if it is arranged to fill the inspirational part of your day's program.

MAY—FIRST WEEK.

"Soldiers' Morning Song," p. 60.

"Tenting on the Old Camp Ground," p. 126.

"Dancing Song," p. 47.

"Sweet May," p. 69.

SECOND WEEK.

"Flowers for the Brave," p. 163.

"Song of May," p. 79.

"Happy Little Alice," p. 31.

THIRD WEEK.

"Vacation Song," Churchill-Grindell.

"Lead, Kindly Light," p. 123.

"America," p. 133.

"Morning Song," p. 1.

FOURTH WEEK.

Would suggest a concert program or a good

review of selections they love and know perfectly.

In Detail.—"London Bridge," p. 17, "Dancing Song," p. 47, "Ring Around a Rosy," p. 43, "Morning Song," p. 34, and "Marching Song," p. 76, are good songs to be used as games on the playground. If you are sufficiently interested to purchase a copy of "Folk Dances and Singing Games," by Elizabeth Berchenal, price, \$1.50 (published by G. Schirmer, New York, N. Y.), you will find much material adapted to the playground. The little singing games furnish their own melody and rhythm; then, too, they also furnish a law and order system through their rhythm, which must be maintained for the successful development and execution of the game. Our boys enjoy these singing games as much as our girls, and enter into them most heartily.

It brings the folk lore, the folk songs, and the folk dances into our work in delightful correlation. The children of some Scandinavian family who hum or sing these old melodies at home bring a connecting link from the new to the old country and an increasing respect for the foreigners who come to our shores who can contribute such a wealth of music material to our advanced education.

Miss Berchenal has collected these songs and dances from the native and peasant people of the different countries and kept them in their original simplicity and beauty.

Then, too, they give the children a larger view of the world and its peoples, promote grace in children, and afford an opportunity for expression in rhythm. If these are carefully presented, children must have a mental picture of peasants, their homes, occupations, and country.

In the outline I have given you first "The Soldiers' Morning Song," p. 60. This is a German folk song; then "Tenting on the Old Camp Ground," an American folk song. Study the "Soldiers' Song" by note, two parts, as suggested in the April outline. "Dancing Song," p. 47, by rote. "Sweet May," p. 69, by note.

The second week: "Flowers for the Brave," p. 163, one part only by rote. "Song of May," p. 79, both parts by note. "Happy Little Alice," p. 31, by rote for younger pupils, by note for the older.

Third week: "The Vacation Song," by Churchill-Grindell, Platteville, Wis., I am sure will be sent to you if you write for it as a specimen page of Book III., enclosing a two-cent stamp for mailing. It is very, very good; really the best vacation song I have procured.

Give your third and fourth weeks to a delightful review of the things your pupils love to sing from your year's outline.

Be sure that your children have understood thoroughly the subject matter of their songs.

I went into a room recently in one of our build-

ings. The teacher had asked the pupils for the nicknames of great men. Among others given were Washington, "The Father of His Country"; Lincoln, "The Rail Splitter"; Columbus, "The Gem of the Ocean." One other time a child reported at home that they were learning "My country, 'tis of thee, Sweet land of liver-tea." These ludicrous errors arose from poor enunciation.

See to it, please, in this last month that we have not left impressions of this kind to be carried over for another year's work. It seems a "wee bit" hard to break the outline and stop for the year, for music, like religion, is progressive; there is no end to it. The efforts we have made this year and their influence will reach into eternity itself.

A TRUE STORY—APPLE-SEED JOHN

Poor Johnny was bended well-nigh double
With years of care, and toil, and trouble;
But his large old heart still felt the need
Of doing for others some kindly deed.

"But what can I do?" old Johnny said—
"I, who work so hard for daily bread?
It takes heaps of money to do much good;
I am far too poor to do as I would."

The old man sat thinking deeply awhile,
Then over his features gleamed a smile;
And he clapped his hands with childish glee,
And said to himself: "There's a way for me!"

He worked and he worked with might and main,
But no one knew the plan in his brain.
He took the ripe apples in pay for chores,
And carefully cut from them all the cores.

With a bag full of cores he wandered away,
And no man saw him for many a day.
With knapsack over his shoulder slung,
He marched along and whistled or sung.

He seemed to roam with no object in view,
Like one who had nothing on earth to do;
But, journeying thus o'er the prairies wide,
He paused now and then, and his bag untied.

With pointed cane deep holes he would bore,
And in every hole he placed a core;
Then covered them well and left them there,
In keeping of sunshine, rain, and air.

Sometimes for days he waded through grass,
And saw not a living creature pass;
But often, when sinking to sleep in the dark,
He heard the owls hoot and the prairie dogs bark.

Sometimes a log cabin came in view,
Where Johnny was sure to find jobs to do,
By which he gained stores of bread and meat,
And welcome rest for his weary feet.

He had full many a story to tell
And goodly hymns that he sang right well;
He tossed up the babes and joined the boys
In many a game full of fun and noise.

And he seemed so hearty in work or play,
Men, women, and boys all urged him to stay;
But he always said: "I have something to do,
And I must go on to carry it through."

The boys, who were sure to follow him round,
Soon found what it was that he put in the ground;

And so, as time passed, and he traveled on,
Everyone called him "Old Apple-Seed John."

Whenever he'd used the whole of his store,
He went into cities and worked for more;
Then he marched back to the wilds again,
And planted seed on hillside and plain.

In cities, some said the old man was crazy,
While others said he was only lazy;
But he took no notice of jibes and jeers;
He knew he was working for future years.

So he kept on traveling far and wide,
Till his old limbs failed him, and he died.
He said at the last: "'Tis a comfort to feel
I've done good in the world, though not a great deal."

Weary travelers, journeying west,
In the shade of his trees find a pleasant rest;
And they often start with glad surprise,
At the rosy fruit that round them lies.

And if they inquire whence came such trees,
Where not a branch once swayed in the breeze,
The answer still comes, as they travel on:
"These trees were planted by 'Apple-Seed John.'"
—Selected.

Draw a series of pictures which illustrate each of the following lines:—

- (1) "But what can I do?" old Johnny said.
- (2) He clapped his hands with childish glee.
- (3) He carefully cut from them all the cores.
- (4) With knapsack over his shoulder slung.
- (5) He paused now and then, and his bag untied.
- (6) With pointed cane, deep holes he would bore.
- (7) In every hole he placed a core.
- (8) Weary travelers, journeying west,

In the shade of his trees find pleasant rest.
Tell each of these parts of the story in your own words.
Tell the whole story in your own words.

—Colorado Arbor and Bird Day Annual.

A school song in the heart of a child will do as much for his character as a fact in his memory or a principle in his intellect.—
Phillips Brooks.

TIMELY TOPICS

HERE ENDETH THE LAST CHAPTER.



HE old battleship Maine has at last been buried in the waters of the sea, which once she so proudly sailed. Skilful and patient hands raised her from the mud of the harbor of Havana, where she had rested for thirteen long years. She was patched up so that she would float, and then she was towed out and given her water burial in deep water off the Cuban coast. The bodies of the sailors found in her when she was raised from the harbor were tenderly confined and brought North, and were buried in Arlington cemetery among the hills of Virginia already green in the spring sunshine. The flags of Washington were all at half-mast. President Taft was at the head of the mourners. Respect and honor for the dead was flashed out by three volleys over the graves. And now all that was left of the famous old battleship is out of sight beneath the waves or the green sod. Farewell!

THE EMPTY COAL BIN.

There have been grave disturbances of late among the coal miners of England and America. The men asked for higher wages, and when these were refused they laid down their picks and shovels and quit their work. Very soon it was seen how dependent the millions of people who live and labor above ground are upon the thousands who work in the coal-seams underground. The coal bin was soon empty. Factories had to shut down, railroad trains were canceled in England. Everybody grew anxious. Fortunately there was next to no rioting, as was feared. Things are all looking better now. Thousands of the miners have gone to work again, and it is hoped that all will be at work soon. But it will take many a month before the coal bin will be full again, as full as it ought to be to make us all comfortable.

AMUNDSEN'S FAME IS SURE.

Explorer Amundsen was at the South Pole early in January, so he told the world in his news from Australia. Since then news has come from Captain Scott—the English explorer—that on January 3 he was still 150 miles from the pole. It would take a good while for him to travel over that 150 miles of ice. So he could not reach there until a long time after Amundsen had been there and was far away on his return trip. There seems to be not the slightest doubt that Amundsen was the first to reach the pole, and so to him belongs the great honor of being its first visitor.

THE MISSISSIPPI FLOODS.

We often speak of the Mississippi as "The Father of Waters," and so he is in our country; but sometimes he does not seem to behave like a kind father should. When this mighty river is so full as to overflow its banks it is a very serious matter for thousands of farms and scores of cities. It destroys millions of dollars worth of property, turns thousands of people out of their homes, and

drowns many people and their cattle. This spring the flood has been terrible, and it has caused much suffering. It is not very comfortable to have to live in the second story of one's house or astride the ridge-pole for a week or more while the "Father of Waters" is misbehaving himself. If this thing continues spring by spring, it will be as necessary for the farmer down that way to have a family boat as to have a family mule.

BELLS OF THE CAMPANILE TO RING AGAIN.

A campanile is a bell-tower that is built not on a building, but beside a building. It is a very common way of building bell-towers in Italy. The campanile in Venice is famous for its beauty. Americans who visit that city always go to see it, and to hear the sweet music of its bells. It has quite a history, too. It was begun 900 years ago, and it was 500 years before it was completed. A few years ago this beautiful bell-tower fell down into a heap of ruins, and the people of Venice and the visitors to Venice were sad at the silence of its sweet-toned bells; but it has been built up again, and the bells are ringing once more, to the delight of everybody. J. P. Morgan—the great banker of New York—and many other Americans now touring Italy were at the happy celebration, when the bells of the campanile rang out again their merry peal.

SOMETHING ABOUT AN OLD DOOR.

At one time Daniel Webster—the great American orator—lived in a house on Summer street in Boston. Then there were many private houses on that street, not one of which can be found to-day. They were all pulled down to make room for business blocks. When the Webster house was torn down, the fine old door with its brass latch and knocker was sold to a gentleman in Walpole, Mass., who found it too large for the house he was building, so he sold it again. Now the door has been presented by a New York gentleman to Philips Academy at Exeter, N. H., where a new hall is being built, to be called Webster Hall; and it will be used in the new hall, where many other things once belonging to Webster are to be kept. The famous old door seems to have found its right place, for Webster was once a pupil at this academy, its most honored pupil.

TRIMMING HATS FOR KINDERGARTNERS.

Some New York ladies have been trimming pretty little hats for the children of the Sunday Kindergarten Association of that city. There were 118 little girls who, for good behavior, were promised a new spring hat, and these kind-hearted ladies undertook to make them for the little women. It was quite a contract to trim so many hats, but there were many hands, and these we say "make light work." Some ladies came in just to see the fun, but more came with thimble and needle and love to help. The hats were all finished for Easter, and the little folks were made

My Woodland Friends

AS I go singing all alone
Down woodland paths, so green and cool,
That wind through flickering sun and shade,
By rushing brook, or silent pool,

The tall trees seem to bend their tops,
The pine cones tumble at my feet,
The nodding ferns stand quietly,
As though they wished my song to greet.

And in some dim and shadowy cove,
The wild Lobelia, flaming red,
Stands listening on its slender stem,
Or waves a welcome from its bed.

The squirrel peeps from out the leaves,
The sun comes stealing through to see
Who dares to hush the wild bird's song
And saunters by so carelessly.

So as I wander all alone
Through dusky paths that bend and wind,
I move amid a company
Of wildwood friends, most dear and kind.
—Gertrude Crownfield, in St. Nicholas.

Wanted—A Daisy Queen

RENA HURD INGHAM

IHAVE a smiling field of clover,
With golden daisies dotted over;
I'm looking for a Daisy Queen
To crown with yellow, white, and green.
It matters not what color hair,
Or if her face be dark or fair.
She may be slender, plump, or tall,
Or short; it matters not at all.
She must be one who minds her mother;
My crown will not fit any other.
Her mouth must be a smiling one;
Her work must cheerfully be done;
With all her playmates glad together,
She must not grumble at the weather.
I want the gayest maiden seen
To crown with white and gold and green.
Perchance you know just whom I mean
That ought to be my Daisy Queen;
And if you do, pray send her over
Across my field of smiling clover.
—Kindergarten Review.

Origin of Violets.

IKNOW, blue modest violets,
Gleaming with dew at morn—
I know the place you come from,
And the way that you are born!

When God cut holes in heaven,
The holes the stars look through,
He let the scraps fall down to earth,
The little scraps are you.
—Selected.

Only one flag! for four years we defended,
Only one flag! through war's sacrifice ended,
Only one flag! proudest, grandest in story,
Only one flag! our beloved Old Glory!
—Selected.

A Lullaby

THE sunbeams are kissing each other good night;
Hush thee, my little one, hush.
The flowers are closing their peepers up tight;
Hush thee, my little one, hush.
Now draw close the shutters across thy blue
eyes;
The loved queen of Nodland awaits her sweet
prize,
And fairies stand to carry thee o'er
The meadows that stretch to the far, silent shore.
Hush thee, my little one, hush.

The golden head nestles on mother's warm
breast;
Baby is almost asleep.
A wee little bird flutters home to its nest;
Baby is almost asleep.
How gentle, how fast fall the deep twilight
shades
O'er sea and o'er land, o'er hills and o'er glades!
How softly the moon sheds its silvery beams
On Slumberland's walls and its cities of dreams!
Baby is fast, fast asleep.
—From Lippincott's Magazine.

A Prayer for Little Children

HELP us, Lord, to be to-day
Very kind in all our play.
Make us helpful, make us strong,
Show us what is right or wrong.
Hear us while we pray to Thee
That good children we may be.
—Edith C. Rice, in Kindergarten Review.

Little Things

ALITTLE spring had lost its way
Amid the grass and fern;
A passing stranger scooped a well
Where weary men might turn.

He welled it in and hung with care
A ladle at its brink;
He thought not of the deed he did,
But judged that toil might drink.

He passed again, and lo! the well,
By summers never dried,
Had cooled ten thousand parching tongues,
And saved a life beside.
—Selected.

The Right Way

MY uncle Tom says catching birds is easy when you
know
The proper way to do it; an' I guess perhaps
it's so;
He knows a splendid way, he says, 'at hardly
ever fails,
Des creep up close an' drop a bit of salt upon
their tails.

I tried it all the afternoon; I know des how to
do.
You see a bird down on the ground—but don't
let it see you—

Nen creep up near it wiv the salt, an' be des
awful still—

I didn't catch a bird to-day, but to-morrow
p'r'aps I will.

—Florence Josephine Boyce, in *Woman's Home Companion*.

Water Songs

[By pupils in the training school of the State Normal school of Utah, Salt Lake City.]

THE OLD SWIMMING POOL.

Down in the creek was the old swimming pool.
With birch trees all clustered around;
Its shadows so cool when coming from school,
We sought and jumped in with a bound.
We thought it great fun to dive and to splash,
And each new boy to duck out of sight,
Quick we would dress and with whoop and a dash
Through the woods we would go ere 'twas night.
Theron Parmelee.

THE TALE OF AN ABALONE SHELL.

Oh, to be back in my beautiful home,
Where I once lived 'neath the sparkling foam
Of the bright blue waves that soothed and combed
The moss that grew in dull green domes
Around my feet.
As the ages passed, I loosened my hold,
And was borne up by the briny cold—
Water that swished and tore
Upon the beach with a mighty roar,
The breakers.
As the tide receded I was left on the shore,
Picked up and piled with hundreds more
In the rear of the famous "Shell Store"
Of Santa Barbara.
And as they ground my coarse coat away
My beauties revealed to the bright light of day;
Then I was cut into ornaments rare,
Rings and brooches and pins for the hair,
To deck my fair lady.

Robert Collier.

SPRING.

The bees are humming 'round the hive,
And all the world seems to be alive;
The birds are building in the trees
And they are busy as the bees.
The brooklet sings the whole day long,
It sings a merry, merry song.
The rooster crows in the early morn,
And the farmer comes out to plant his corn.
John Barrette.

Get Busy

SAID one little chick with a funny little squirm,
"I wish I could find a nice, fat worm."
Said another little chick, with a queer little shrug,
"I wish I could find a nice, fat bug."
Said a third little chick, with a strange little squeal,
"I wish I could find some nice, yellow meal."
"Look here," said the mother, from the green garden patch,
"If you want any breakfast, you must get up and scratch."

—Bishop Press of Kansas City, Mo.

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Book Table

WILLIS'S ESSENTIALS OF HEALTH FOR INTERMEDIATE GRADES. By John Calvin Willis, A. M., Ph. D., M. D., author of "Outlines of Psychology," "Elementary Physiology," etc. New York, Cincinnati, and Chicago: American Book Company. Cloth. 302 pp., with illustrations. Price, 40 cents.

This is the first of a series of scientific and popular text-books on both personal and public health. It is a study of the life and health of the cell which makes it an important and valuable presentation of what has come to be one of the most vital subjects taught in the schools. It has high civic value as well as personal. A brief description of the principal organs and a statement of their natural functions precede the rules of hygiene. The matter of the text is elaborately illustrated with appropriate cuts that illuminate the subject at important points. Only the essential facts of health are treated, and from these are developed a body of practical rules.

Care is taken to express every statement in clear, simple language. Technical terms are omitted as far as possible, and when used they are fully explained in the body of the text.

An "Outline Summary" follows each chapter, and this is not only a summary, but an analysis of the subject-matter. There is a lesson plan, and an order of class work for the guidance of the teacher.

STORIES AND STORY-TELLING. By Angela M. Keyes of the Brooklyn Training School for Teachers. New York: D. Appleton & Co. Cloth. 12mo. 286 pp. Price, 75 cents.

Story-telling has a large and established place in the instruction of children of the primary grades. But how to tell a story so that it shall be a real means of education is an art not easy of accomplishment. Yet it ought not to be difficult if the teacher has acquainted herself with the suggestions of this valuable treatise. The author in the first seventy pages reveals the art in a most illuminating way. The story must be used to give pleasure, to stir the imagination, to arouse and direct the feelings, to cultivate the taste, to form the language habit; these are some of the excellent suggestions emphasized by the author. Then after elaborating her views on how the story may be effectively told, the author devotes some 200 pages to stories themselves, a few of which are by standard story-tellers such as Hans Christian Andersen, but more from folk-tales from many nations and by modern authors, altogether comprising a most entertaining group that one would think could not fail to interest, amuse, and instruct the children who hear them.

TWO-PART SONGS FOR INTERMEDIATE GRADES. By John B. Shirley, supervisor of music, Upper Troy, N. Y. New York: American Book Company. Cloth. 112 pp. Price, 75 cents.

An excellent collection of songs for use in the grades from the fourth to the seventh inclusive. In

these grades, as the author suggests, there are really but two kinds of voices—first and second soprano voices, the alto voice not being developed yet among children in such grades. Many of these two-part songs are decidedly melodious. Beginners will render such songs as "Wake, Robin, Wake," "Tom-tit," and several others kinsmen to these very readily. For more advanced rendering are such as "Sweet Spring Appears," "Traucadillo," "Wherever I've Traveled," and others of a similar character. There are ninety-two songs in all in the collection, some of which have been composed by the author, and the others selected carefully from other compositions. The author has had some eighteen years' experience as supervisor of music in the public schools, and the advantage from such an extended experience is seen in the valuable compilation he furnishes in this work.

IN FABLELAND. By Emma Serl, teacher of primary methods, normal training department, Kansas City, Mo. New York, Boston, and Chicago: Silver, Burdett & Co. Illustrated in color. 169 pp. Price, 45 cents.

This supplementary reader presents material which the child ought to read in a form so interesting and attractive that he really wants to read it. "In Fableland" contains thirty-four of Aesop's immortal fables retold in a vivid, dramatic style, with dialogue and action and illustrated with irresistible line drawings printed in colors and tints. "In Fableland" the characters are made to seem very real to the child. The climax of each story is well brought out and the characters are given reality by being named. The lion, for example, is called Leo; the wolf, Lobo; the fox, Reynard; instead of "a dog" we have Bruno. The names, together with the expressive drawings and the lifelike conversation, give these fables the power to seize and hold the child's interest. The moral is put into a form that can be much more easily assimilated by the youthful mind than the form in which Aesop expresses it. The stories are skilfully graded, both the vocabulary and the sentence-form progressing by easy stages from the first story to the last. The book is excellent for supplementary reading in the latter part of the first year of school and in the second year. Its stories are full of life and action, and its illustrations both delightfully humorous and refined.

OUTLINES OF SCHOOL ADMINISTRATION. By Arthur C. Perry, Jr., Ph. D. New York: The Macmillan Company. Cloth. 452 pp. Price, \$1.40, net.

This is a highly valuable contribution to the literature of school administration. The first volume on this subject was by Dr. W. E. Chancellor in 1904, when he published his volume, "Our Schools: Their Administration and Supervision." Not until 1903 did educational books distinguish between the management of the class and the school. Dr. Perry has availed himself of the writings of Bagley, Baldwin, Chancellor, and others, and has made a book that can but appeal to all teachers of school management and to all seekers after

knowledge regarding school administrations the world over. First, Dr. Perry gives specific content to the use of each term needed in the treatment of educational problems. By carefully noting the best use of these terms and translating the best definitions into modern terms he has made a valuable contribution to educational science. Second, his analysis of the field of school administration into school organization, school direction, and class management enables him to consider every phase of the subject in a large way. Third, his use of the systems of all foreign countries is by far the most effective we have ever seen. Fourth, it is the first time that vocational training has been given emphasis in a book of this kind. Every feature of the work is admirably worked out.

STUDIES IN READING—FOURTH READER. By J. W. Searson, Kansas State Agricultural College, and Superintendent George E. Martin, Nebraska City. Chicago and Lincoln, Neb.: The University Publishing Company. Cloth. Illustrated. 299 pp. Price, 65 cents.

In this day of innumerable school readers it is high art to make a Fourth Reader that is in very truth a "Study in Reading." Here the pupil is given an aim in his fourth grade reading. His interest is aroused so that he has in advance a relish for each masterpiece. We have space for but a single example of the art of this book. So far as we know, this is the first school reader with "The House by the Side of the Road," by Sam Walter Foss. An introductory page arouses interest in the poem by calling attention to the significance of its sentiment. The poem is followed by suggestive notes, by sixteen exercises, each of which intensifies the pupil's interest and illuminates the poem, by referring to seven other poems whose lessons are akin to this. A child who has read Leigh Hunt's "Abou Ben Adhem," Lowell's "Vision of Sir Launfal," Longfellow's "The Legend Beautiful," and Kipling's "The White Man's Burden" will think the more of every one of them and "The House by the Side of the Road" by having them thus compared. Every one of the ninety classic selections—many of them in a school reader for the first time—has notes, exercises, and additional readings. The selections and their treatment makes "Studies in Reading" especially valuable as well as attractive.

THE BOY AND HIS GANG. By J. Adams Puffer. With an introduction by G. Stanley Hall. Boston, New York, Chicago: Houghton Mifflin Company. Cloth. Illustrated from photographs. Price, \$1.00, postpaid.

The author is especially adapted by his studies, tastes, and observations to treat effectively and attractively his subject, and the publishers have added to the vitality of the treatment an admirable setting in illustration and other incidental aids to the value of such a book. There is no question as to the need of such a book or as to the skill with which this need has been met.

GARDENS AND THEIR MEANING. By Dora Williams, teacher in Boston Normal school. Boston: Ginn & Co. Cloth. 8vo. Illustrated. 235 pp. Price, \$1.00.

To interest boys and girls in what the ground can produce is a prominent feature—by no means merely a fad—of school education to-day. The value of such tuition cannot be overestimated, as it reveals to the child the possibilities of being a producer. And to have such instruction put up in the delightful and helpful manner manifest in this charming volume is enough to win any child to the work of a planter. In it the author tells about soils, and tools, and where and how plants will grow, with both the season for their planting and their harvesting. She also teaches the value of co-operation in raising some crops, which—in itself—is an invaluable lesson. Interspersed with unique illustrations from her own camera and those of interested friends, the text is most illuminating and inspiring to the little agriculturists, whether they belong to the home garden or the school garden. The meaning of a garden has not been more graphically or entertainingly told than by this woman, who has eyes to see what a garden may be, and ability to write of what she sees.

A HANDBOOK OF HEALTH—BOOK TWO. By Woods Hutchinson, M. D. Boston: Houghton Mifflin Company. Cloth. Illustrated. 348 pp. Price, 65 cents.

Dr. Hutchinson has here offered "a little handbook of practical instruction for the running of the most perfect, the most ingeniously economical, and the most beautiful of living machines." The commendable features of his treatment are his clearness, definiteness, emphasis on the really fundamental things which a boy or girl must know to live properly and healthfully. His simple and straightforward style is easily understood by the young reader, and the well chosen illustrations are sure to bring the points home. Dr. Hutchinson tells the children among other things to drink plenty of good water (and at meal times, too, if they wish), to remember that harmful habits are all unnatural, to eat the most wholesome of fruits,—apples,—to put no faith in so-called "breakfast foods," which are in most cases seven-eighths water, to remember that free, fresh air is a vital need for the well and the unwell, and in fact how to do all the things necessary to keep the engine running smoothly. He does hold up dread diseases to instill a "wholesome fear" in his readers, but he makes his case strong without resorting to these undesirable methods. He pictures the human body as a piece of modern mechanism such as the automobile, and simply shows that the body, like other machines, can only run when all parts are properly fed, oiled, and directed.

HOME LIFE IN ALL LANDS.

By Charles Morris. Book Three: Animal Friends and Helpers. Philadelphia and London: J. B. Lippincott Company. Cloth. Illustrated. 340 pp.

This volume, with the two preceding ones of the series, will give a child a live interest in the world of people, animals, and things. "How the World Lives" and "Manners and

Customs of Uncivilized Peoples" proved successful in the home and schoolroom. The same is to be expected for this book, both on account of the many good pictures in the volume and on account of the charming way Mr. Morris has of telling about the most everyday or the most strange things. In chapters on Our Single-hoofed Helpers and Cloven-hoofed Helpers he tells of the unimagined uses some animals are put to, and illustrates by striking examples the intelligence of the humbler animals.

THE STUDY OF ANIMALS. By Messrs. Whitney, Lucas, Shinn, and Miss Smallwood of the Chicago high schools. Boston: D. C. Heath & Co. Cloth. 12mo. 197 pp.

The authors of this carefully prepared and highly interesting volume belong to an association of biological instructors in the high schools of Chicago, and known as the "Biology Round Table." To them as a committee was committed the work of preparing a guide to the study of animals, to be designed especially for pupils in the secondary schools. This volume is the result of their united effort, and an able and successful effort it has been. Its chief feature is that while it deals with the subject commonly denominated "zoology," its treatment is widely different from the ordinary zoological treatise. It is much more practical, aiming as it does to connect the study of zoology much more closely with the pupil's daily experiences. The true pedagogical principle is followed throughout the arrangement of subjects. But its chief value is that it approaches the subject of animal life more from the biological than the zoological side. In this feature there is decided merit.

SONG BOOK. By Laura R. Smith and Clarence L. Riege. Chicago: A. Flanagan Company. Paper. 64 pp. Price, 20 cents.

Miss Smith is the author of the "Bunny Books," and has had experience in writing successful verses and songs for children. Mr. Riege is well known in the West as a pianist, composer, and teacher. In this musical volume we have the result of their joint efforts to provide pleasing songs for children of the elementary grades. Some of the songs have a swing about them that must make them favorites of the children, such as the "Swinging Song," "Sailor's Song," "The Wind's Song." A very pretty lullaby is the "Sunny Southland" with its soft and measured chorus:—

"Go to sleep, my little coon,
All the little ones are weary;
Go to sleep, sings the old banjo,
Go to sleep, my dearie."

AN ARTIST AT THE ZOO. By Harry B. Bradford. Philadelphia: The Westminster Press. Cloth. Illustrated with sixty drawings from life. 189 pp. Price, \$1.00, net. The author has made drawings from the animals in the Washington Zoological park to illustrate his text. Such a task is not easily performed. It requires a great deal of time and patience. But his efforts seem to have been fully repaid in the results. Seldom is a nature study book so

well illustrated. The story reads along easily, showing the encounters of the artist in the zoo and describing the habits of the animals.

THE STATUS OF THE TEACHER.

By Arthur C. Perry, Jr., Ph. D. Riverside Educational Monographs. Boston, New York, Chicago: Houghton Mifflin Company. Cloth. 78 pp. Price, 35 cents.

The author seeks to help teachers adjust themselves professionally under the topics: "The Authority of the Teacher," "The Responsibility of the Teacher," and "The Profession of the Teacher." It is both wholesome and interesting.

HOW TO TEACH PRIMARY ARITHMETIC—ELEMENTS OF THE GRUBE METHOD. By Levi Seeley, author of Grube's Arithmetic. Chicago: A. Flanagan Company. Paper. Illustrated. 72 pp. Price, 25 cents.

The re-entrance of the Grube method with various attractive modifications will be welcome to many young teachers who have come into the work since the time when this method was much in evidence. The work is admirably done.

"Little Women" as a Play.

When it was first rumored that at last the old story of "Little Women" was to be staged the questions began. When the fact was established that Miss Marian De Forest had finished her dramatization they quickened. And when, after a tangle of preliminaries, Miss Jessie Bonstelle signed her contract to produce it this winter the joy of actually seeing their old friends before their eyes, hearing their voices, and clapping and crying again over each madcap frolic was altogether too much. With a bound the floodgates reopened and the stream poured in as of old.

"Please make Jo marry Laurie; it's a good chance."

"Don't have Beth die; I like her best."

"Make the Marches get rich right away so Amy can have fine clothes."

"Marry Meg at the beginning, as we just love John Brooks," and so on and on until it seemed as though right demanded some earnest, conclusive answers.—Harper's Bazar.

Kindness to Animals

A young teacher gave the children a talk on kindness to animals. The next day, when she was busy at her desk, she felt a little hand tugging at her sleeve. "Why, Pietro," she exclaimed, "what is the matter?"

"Nothing, teacher. I just wanted to tell you how I was good to dumb animals yesterday."

"Why, isn't that nice, Pietro! Just what did you do?"

Pietro drew himself up to his full three feet, and proudly declared: "I kissed the cat!"—San Francisco Chronicle.

A POOR ILLUSTRATION.

Griggs—"I am a great believer in the magic number seven. 'Success' has just seven letters, you will notice."

Briggs—"And how about 'Failure'?"

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received not later than the fifteenth of the month.

MEETINGS TO BE HELD.

April 30-May 3: International Kindergarten Union, Des Moines; president, Miss Mabel A. MacKinney, Brooklyn, N. Y.

May 2, 3, 4: Mississippi Teachers' Association, Gulfport; president, Dr. D. C. Hall.

May 9-11: American Federation of Arts, third annual convention, Washington; Charles L. Hutchblinson, president.

May 14, 15, 16: Eastern Art and Manual Training Teachers' Association annual meeting, Baltimore, Md.; president, C. Valentine Kirby, Buffalo, N. Y.

May 17: New England Superintendents, Boston; president, A. D. Call, Hartford, Conn.

May 18: Peace Day.

June 12-19: Thirty-ninth conference of the National Conference of Charities and Correction, Cleveland, O.; general secretary, Alexander Johnson, Angola, Ind.

June 14: Flag Day.

June 19, 20, 21: West Virginia Education Association, Wheeling, West Virginia; president, Superintendent I. B. Bush, Parkersburg.

June 24, 25, 26, 27: Catholic Educational Association, ninth annual meeting, Pittsburgh, Pa.; secretary-general, Rev. Francis W. Howard, Columbus, Ohio.

June 25, 26, 27: Kentucky Educational Association, Louisville; Mrs. Cora Wilson Stewart, Morehead, president.

July 2-5: American Institute of Instruction, North Conway, N. H.; president, C. T. C. Whitcomb, Brockton, Mass.; secretary, Wendell A. Mowry, Central Falls, R. I.

July 6-12: National Education Association, Chicago; president, Carroll G. Pearse, Milwaukee.

October 24-26: Vermont State Teachers' Association, Rutland; George S. Wright, St. Albans, president.

NEW ENGLAND STATES.

MASSACHUSETTS.

BOSTON. John Frederick Hopkins, director of the Schools of Art and Design at the Maryland Institute, Baltimore, was elected principal of the Normal Art School of Boston recently. George H. Bartlett, whom Mr. Hopkins succeeds, has been head of the Normal Art school for the past thirty years. He will now be known as principal emeritus.

The board of managers of Filene's, one of the large department stores, put into effect an admirable and unusual policy on March 1. It was the establishment of a minimum wage of \$8 a week for women workers and of \$6 a week, grading up to \$8 in six

months' stages, for male employees. This commendable move, and one of great significance, was not mentioned in the Boston dailies.

Maurice P. White is acting superintendent, pending the election of a permanent superintendent. Walter S. Parker was unanimously re-elected assistant superintendent for the term of six years, with the provision that he agrees to retire at the age of seventy years,—four years hence.

CAMBRIDGE. Fourteen associations were represented by thirty-seven members at the second annual conference of presidents of the Massachusetts Teachers' Federation in the Dutch room of the Riverbank court recently. The associations of teachers in Wakefield and Salem applied for membership and were elected. After the meeting of the directors, some representative of each association told of the various ways the teachers' clubs had been vitalized in his or her city. Miss Anna C. Murdock outlined a plan of helping sick and needy teachers which had proved very successful in the Boston Teachers' Club. Mr. Peaslee of Lynn told of a unique plan of his club of getting the teachers actively at work for the club by dividing the city into four sections for entertainment arrangements and other activities. In New Bedford the association keeps a "live wire" in each building who is responsible for the teachers there, according to Allison R. Donovan, who is president of the New Bedford Association. The reports from other cities were just as interesting. Throughout it all could be seen the feeling that all the teachers' clubs of the state allied under the federation are working for a common cause,—the advancement of the professional welfare of the teacher.

SOUTH HADLEY. With an anonymous gift of \$50,000, which has been announced recently, the endowment fund of Mt. Holyoke College now amounts to about \$370,000.

MIDDLE ATLANTIC STATES.

MARYLAND.

BALTIMORE. To the deep regret and great surprise of all interested in Johns Hopkins University, Dr. Ira Remsen has resigned as president of that institution. He will, however, retain a professorship of chemistry. His resignation takes effect at the end of the present academic year.

SOUTHERN STATES.

ALABAMA.

BIRMINGHAM. The tragic death of Ex-Governor Aycock was a sad blow to the teachers at the annual meeting of the Alabama Teachers' Association, and it gave a sombre character to the work of the three days. But the meeting was such that everyone realized how surely the Alabama teachers have become a great working body. The attendance, well up to 3,000, was a record-breaker. The program had been well prepared. The president, D. R. Murphey of Anniston, and Superin-

tendent Phillips, who boomed the meeting so successfully in the Educational Exchange, should feel proud of their work. H. H. Holmes of Columbia made the banquet a great success, with Charles A. Brown of the Central high school as toastmaster. The meeting of the high school section was fine. The paper and demonstrations of M. T. Fullan of Auburn on "Some Experiments of Student-Made Apparatus for Demonstration and Laboratory Work in High School Physics" were far above the average. Another good paper in this section was that by H. H. Holmes on "How to Get the High School in Touch with the Community." At the general sessions there were great attractions. Governor O'Neal gave a careful outline of educational conditions and needs within the state. He was followed by Ex-Governor Aycock, who had already impressed the audience with the story of the long battles of education which he had fought and his campaign stumping North Carolina for four years "in an effort to arouse public sentiment against illiteracy and in favor of opening the doors of schools to every child" when death took him away.

TENNESSEE.

NASHVILLE. The Middle Tennessee Teachers' Association had the great good fortune of meeting in Nashville this year at the same time that the Conference for Education in the South met in the city. The week of April 3 to 10 was a great convention week in Nashville. Besides these two conventions there was the convention of College Women of the South and the Southern Commercial Congress.

The primary section of the Middle Tennessee Association had a successful session under the chairmanship of Miss Eugenia Nelson of Murfreesboro. There were two good papers at the secondary school section, by W. F. Moncrief of the City high school and Professor Hand of the University of South Carolina. In the absence of W. F. Thompson of Shelbyville, W. R. Manlove presided over the superintendents' section. W. B. Boyd of Cookeville read a fine paper on "The Needs of the Backward Child." W. C. Howell of Stewart county was elected chairman of the department for next year, and J. A. White of Hohenwald secretary.

The history teachers of Tennessee have started a state organization, with James D. Hoskins of Knoxville for president, J. A. Robins of McKenzie and Max Souby of Murfreesboro, vice-presidents, and St. George L. Sioussat of Nashville, secretary-treasurer. The organization, which took for its name, "The Tennessee History Teachers' Association," will be devoted to historical research.

In a Bureau of Education circular we read of three new departures in the school system of this city. Free text-books have been provided for I B grade since February 1, and if the plan proves satisfactory it will be carried on by adding two grades each year. One schoolhouse is now opened evenings for social and recreational purposes. The president of the school board has been authorized to appoint a committee to investigate and report on the advisa-

bility of granting pensions to superannuated teachers.

TEXAS.

HOUSTON. Houston is just starting on a very interesting development in its school playgrounds. A year ago a bond issue of \$500,000 was passed for the erection of new school buildings and for the extension of school playgrounds. This has led to a new policy for the board, and they are now securing grounds large enough to make a school park or recreation centre in connection with a number of the schools. There are many who have always felt that a system of recreation centres such as those of Chicago belong rather to the school board than the park board.

The Rust school site is three and a half acres, and is to have a swimming pool attached to it. A site of five acres for a new school has been given the city in the southern part of the city. Negotiations are practically complete for the acquiring of another tract of six acres for a new school in the eastern part of town, and negotiations are under way to secure the old Rice institute grounds of seven and a half acres for a fourth site. Mayor Rice, who is very nearly all-powerful in Houston, has committed himself to swimming pools in all the new schools.

Houston made a serious mistake in the location of its old schools by putting the school in the centre of the site selected, but she is making the best of it now by playing indoor baseball and volley ball on the front lawns of the schools. A number of them have as many as three or four indoor baseball diamonds marked off on the front lawn, and, strange to say, the Burmuda grass with which they are covered seems to stand the wear. Houston is somewhat unique in the amount of indoor baseball played by the girls. There are three or four girls' teams at every school. On the whole Superintendent Horn has a somewhat unique opportunity to work out the recreation centre idea in connection with a school system. There will be gymnasiums, swimming pools, auditoriums, and domestic science rooms in all the new schools, so that the building will be really suited to its social use by the community in the evening.

CENTRAL STATES.

ILLINOIS.

CHICAGO. It has been arranged that there shall be a greater area set aside for small city gardens than last year, although there was a great deal of space given them last summer. Probably 400 families can be provided for this year. Each garden measures an eighth of an acre and rents for \$1.50 a season. Some of these gardens have yielded \$25 in a season to poor families. Owners of vacant land in different parts of the city have co-operated willingly.

Schools Adopt Film Show

Already private schools are installing moving picture machines. A new public school building in Connecticut has a special motion picture hall attached. And elsewhere the

attention of educators is turning seriously to this new weapon of instruction.

The University of Wisconsin, however, has gone a step further, and has taken definite measures to incorporate the moving picture machine into its educational extension work.—Munsey's.

The Cats of Manxland

"You see there's one place in the world, at least, where the small boy doesn't often have the fun of pulling the cat's tail," laughed one of the islanders in the little fifteen-by-thirty-mile Isle of Man in the Irish sea.

We were watching some Manx kittens frolicking and tumbling about on the lawn. "And, by the way," he continued, "have you ever seen a Manx cat trying to run around a corner? You see, it hasn't even the apology for a tail. The tail acts as a rudder with the ordinary cat in any such performance as that and steers it safely. A Manx cat will seldom try this 'stunt,' instinct telling it that it's an almost impossible feat; but occasionally such a thing happens and it usually ends in a ludicrous tumble."

The longer I stayed in the island the more I saw of these charming little pets. One sees them everywhere—sometimes jumping like rabbits from the gorse and fuchsia hedges, leisurely walking the streets of the little fishing towns, or stretched lazily in the sun outside the tiny whitewashed cottages, or in the beautiful gardens of the more pretentious villas.

Sometimes one comes upon an odd-looking group, as I did one day when passing a charming home almost buried in a glory of rose and fuchsia bushes. This group comprised a fierce-looking black cat with a full-length tail, a half-breed Manx cat with half a tail, a full-breed cat with no tail, and a long-tailed smoke-colored cat from the Shetland Isles. The latter are at present very popular in the Isle of Man.

The Manx cat has a smaller head, longer hind legs, and shorter body than the ordinary cat. They run and jump much like rabbits, and have a fox's queer way of looking at you as if reading your thoughts.

"I believe there are as many Manx cats in Cleveland, Ohio, or San Francisco, as in the island," said one of the islanders to me. "Large numbers have been brought to those cities." Many are also brought to England as gifts. Half a crown is often charged for these pets, and sometimes a much higher price. The cat-shows of the island present a fine showing.

Long ago, when the Isle of Man was ruled by the Cambrian princes, the value of a cat was set by law. One of the old Manx laws reads as follows: "The price of a kitten before it can see is a penny. After it can see and before it catches a mouse, two pence; and after it catches a mouse, four pence."

We are also told that if the kitten proved not perfect in sight or hearing, or if dull of claws, the seller must forfeit to the buyer one-third of its value.

In Pierre Loti's "Book of Pity and of Death" we are told of the supreme trustfulness which a cat places in one

it loves. This is especially true of the Manx cat. It is more suspicious than other cats, but once it becomes attached to a person, its whole heart is given unreservedly.—Alice Jean Cleator, in Farm and Fireside.

SMILE TO-DAY.

A smile may lighten up the gloom
And cheer some traveler on life's way,
Bring sunshine and a sweet perfume
To saddened hearts, so smile to-day.

—National Magazine.

Proud Motorist—"Yes, it took me about six-weeks' hard work to learn to drive my machine."

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Timely Topics.

(Continued from page 352.)

happy. All ladies may not think with me, but I think it looks better to see women trimming hats to make poor children happy than to see them playing bridge whist.

QUESTIONS.

1. What was the Maine? 2. Where was she sunk? 3. For how long? 4. What has been done with her now? 5. Where were the sailors' bodies buried? 6. In what state? 7. What is a volley? 8. Why is one fired over a grave?

1. Where have there been coal strikes? 2. Why did the miners strike? 3. Why do we need coal? 4. What happens when we cannot get it? 5. Do you ever think of the miners and their work?

1. Who is Amundsen? 2. What did he find? 3. When? 4. Where was Captain Scott then? 5. Is Mr. Amundsen's honor safe?

1. What other name for the Mississippi? 2. What has been happening to the big river lately? 3. What harm comes from a flood? 4. Is it easy to fight it? 5. Where did people have to go? 6. What does one need at such a time?

1. What is a campanile? 2. In what country are there many? 3. When was the one at Venice begun? 4. How long was it being built? 5. What happened to it? 6. Has it been built again? 7. Who was there to hear the bells?

1. Who was Daniel Webster? 2. Where did he once live? 3. What became of that house? 4. And of its door? 5. Where is the door now? 6. In what hall is it to be put? 7. What academy did Webster attend?

1. What is a kindergarten? 2. What did some ladies make for the kindergarten children? 3. For how many of them? 4. And why for those children? 5. What do you think of the ladies' work?

Annette Fairchild.

Character

Character is the quality that keeps us always ourselves. It stands nearest to that innermost part of us that each calls "myself"; sometimes it is even hard to distinguish the two. But I like to keep character in my body-guard. Character stands firm under every trial, if we give it the chance to do so. It says to all the enemies—temptation, discouragement, bad luck, the blues, and hosts of others—"You may defeat the rest of the army, but you dare not come near the general." Character is the quality that always reminds me that I am myself. It stands just next to myself and goes on repeating, "Be yourself! Don't forget who you are; don't act below yourself." Wherever it began, character is the first in our body-guard. He will never desert. A boy or girl who has character, who keeps character strong and alive, can never truly be defeated.—George Lawrence Parker, in St. Nicholas.

Parental Interest

Parental interest in the educational progress of a child could not go much farther than in the case of Mr. Jones, whose method of solving mathematical problems would have

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been appreciated at Dotheboys Hall. The Miami News tells the tale.

This was the note which was handed to one of the grade teachers the other day:—

"Dear Mum—Please excuse Johnny to-day. He will not be at school. He is acting as timekeeper for his father. Last night you gave him this example, if a field is four miles square how long will it take a man walking three miles an hour to walk $2\frac{1}{2}$ times around it. Johnny ain't no man, so we had to send his daddy. They left early this morning, and my husband said they ought to be back late to-night, though it would be hard going. Dear Mum, please make the next problem about ladies, as my husband can't afford to lose the day's work. I don't have no time to loaf, but I can spare a day off occasionally better than my husband can.

"Respy yrs,

"Mrs. Jones."

—Boston Transcript.

Read "Pickwick Papers"

Every one of you ought to know the "Pickwick Papers," even though you should never turn another page of Dickens, which would be a vast pity. But this book, at least, you should read, for the love, and the fun, and the pathos, and the make-believe, the reality and the adventurous spirit of Dickens, are crowded into its pages, which are as cramful of everlasting youth as the sun is of shining. You can't forget it, any more than you can forget you have hands and feet; and in a way you aren't really complete unless you do know it. Something is missing out of your mind that ought to be there.—From Hildegard Hawthorne's "Books and Reading," in St. Nicholas.

A hobble skirt wearer in Paris was killed because she was unable to run. At last the auto and the airship have a strong competitor.

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CINCINNATI

CHICAGO

Experiences with Savage Dogs

DARIUS COBB

When the Forty-fourth Massachusetts regiment was besieged in Washington, North Carolina, I was on one occasion confronted by a big wolf-dog that leaped from its kennel furiously upon me. The situation was a desperate one and called for instant action. I subdued that animal by throwing myself on all fours and springing towards him with cat-like snarls. He retreated into his kennel with piercing howls and nothing could bring him out. I am certain that savage dogs can be completely cowered by the eye of man while his body is absolutely still, or by an intense and mysterious action with a corresponding look of the eye.

The following incident I relate as an example of this silent but effective method:—

Several years ago I was sketching in an orchard which I afterwards learned had been repeatedly robbed by roughs from a settlement of hard characters a half mile away. Suddenly a large Newfoundland dog sprang out from a hedge that surmounted a series of terraces. With threatening growls he bounded toward me, his eyes glaring and foam running from his mouth. I ceased sketching and fixed my eyes on him as he descended, with all the intensity I could command. When the dog had reached the middle terrace he stopped and, though he barked furiously and showed his shining teeth, came no further. I stood motionless and with eyes fixed as adamant. All at once he turned and, running up the terraces, disappeared behind the hedge. I resumed my sketching, but it was with a sense of weakness resulting from the intense concentration of my will upon the dog.

Five minutes passed when the Newfoundland again appeared. He did not stop to bark this time, but down he came upon me, clearing a terrace at each spring. Why this unhalting charge? Ah, there it is! A huge mastiff is close behind, making springs like a wild beast. Both dogs were growling fiercely, and this with the foam that glistened on their teeth told too plainly what awaited me. That Newfoundland had gone to get help, and he got it. I saw that the mastiff had lost an eye, and so I had only three eyes to magnetize. As before, I stood fixed, not even permitting my lids to wink.

The Newfoundland leaped first, and planted his great paws so heavily on my breast as to nearly knock me over backward. My eyes were riveted upon him in all his fury, and in an instant he dropped to the ground. Three times he sprang at me, and each time I moved not a hair, keeping his eyes to mine. When he dropped the third time the mastiff, who had been growling with impatient fury, took his turn. His massive paws struck my chest more heavily even than had his leader's, and it was with effort that I stood against the blow. He, too, sprang at my throat and like the Newfoundland dropped to the ground. He repeated the attack three times, and seemed at the limit of frantic rage when he made his last spring. But my two eyes were too much for his one eye.

The moment the mastiff dropped to the ground for the third time both of the dogs turned and ran up the terraces as if I had charged them with buckshot. They disappeared behind the hedge, and though I was a half hour finishing my sketch they did not appear again. I could have robbed that orchard with impunity. —Our Dumb Animals.

The Value of Stories

There is nothing that can take the place of "story time" in the primary room. We should not like to be without it in any of the grades. Of course when we want a story that is adapted to a particular grade and one that teaches some particular truth we have to search for it. The ethical value of good stories is indisputable. A moral truth appared in a story will find its way to the heart of a child when any amount of preaching is unheeded. A moment's reflection brings up many instances in which a story did better work than much more time spent in moralizing. For this reason I would suggest the plan of arranging a list of stories under different heads and keeping them for future use.

With little children telling a story is very much better than reading. Occasionally the teacher may read a story as mother does around the fireside at home. It is not necessary to have a great supply of stories, as those they have heard several times are often asked for instead of new ones. We say they like to meet them again as old friends.

Reproduction of short stories is an exercise that may begin with the first month of school. The next day after a story has been told, the teacher, by means of questions, may easily draw the whole story from the class. Be sure to use much freehand paper cutting and free illustrative drawing. Say to the children, show me with scissors and paper what I have told you in this story, or tell me with your pencil and paper what the story was about. What if the drawing is very crude? So much the better. If a child can tell any part of the story with only a few homely lines we should appreciate the childish effort and value it as it should be valued. In all grades above the primary, writing takes the place of the oral and much of the drawing. Occasionally these grades, too, should make a drawing of some good story, but however it may be done, it is valuable training for future work. By means of the telling or reading of good stories children may be introduced to literature, if their tastes are cultivated in the right direction. Many persons attribute an early taste for reading and an appreciation of the good and beautiful in literature to the fact of their hearing good reading in their youthful days.

In reading or telling stories it is a good practice to associate the name of the author with the story. Tell the younger children something of the lives of authors. Older ones may search for this information. Choose the best stories you can find. For the younger ones some of our best writers are Kate Douglas Wiggin, Julia Thaxter, Alice and Phoebe Cary, Emily Poulsson, Aesop, and Grimm.—Susie R. Frazier, in Nebraska Teacher.

A Mother Praises the Boy Scout Idea

In the May Woman's Home Companion a mother gives her personal experiences with her troublesome boy of twelve or fourteen years of age and tells how his connection with the Boy Scouts of America made a better boy of him. "The twelve points of the Scout law," says the mother, in her article, are:—

1. A Scout is trustworthy.
2. A Scout is loyal.
3. A Scout is helpful.
4. A Scout is friendly.
5. A Scout is courteous.
6. A Scout is kind.
7. A Scout is obedient.
8. A Scout is cheerful.
9. A Scout is thrifty.
10. A Scout is brave.
11. A Scout is clean.
12. A Scout is reverent.

After telling how her son entered the movement she goes on to say:—

"I had hoped my boy would be all these things, and had so admonished him. But these are Scout laws, mind you, not advice and admonitions, not hopes backed by maternal pleadings and fears, but laws, self-imposed when the Scout takes his oath; for in taking the oath he promises to obey these laws. That settled it. If the Scout movement stood for these things, and inspired and exacted them, I was with it, heart and soul.

"From the start the whole thing was a great success. The boy, for one, benefited immensely by the association. It could take me too long to tell you how much. I only tell you humbly that some of the faults in him which I had worked with for years, such as selfishness, shiftlessness, occasional cowardice, and sometimes irreverence, began to disappear, and without fret or friction. A good Scout had none of these faults; they are against the Scout law. He was trying to be a good Scout; that was all.

"Have you a boy of your own? If you have, I think you cannot do better than to look into the Scout movement. He is sure to hear of it, and, if he is anywhere near twelve, or thirteen, or fourteen, he is pretty sure to want to join it. I beg you, too, not to put anything in his way; and then, further, I beg you to keep your hands off. Your part is to listen when he talks to you about it; to approve; to have a good supper waiting for him when he comes back from his Scout tramps, and to continue to say your prayers at night for him."

The Child's Vacations

Never let school interfere with children's vacations. The holidays of a child are sacred. When the chestnut burs are in session and the shagbark hickories drumming down upon their golden carpets, the wild grapes purpling in their clusters and the maples opening the leaves of their picture-books of crimson and gold, is no time for a growing child to be skewered to a blackboard or glued to a bench.

It was one of the sagest of the old philosophers who sent a note to the schoolmaster asking that the boys be given a holiday, in order that they might learn something.

The groves were not merely man's

first temples, but his best school-houses, and are yet. Two-thirds of all real education should be got out of doors. If a child is not making proper progress in school take him out.—Dr. Woods Hutchinson, in *Country Life in America*.

Safety in Wireless Telegraphy

"Perhaps the most interesting phase of wireless at present," says a writer in *Harper's Weekly*, "is the economy, convenience, and safety it may soon afford to ships and nations as a coast-guard. It seems not at all incredible to many students of wireless that it and inventions derived from it may make lighthouses and many existing life-saving stations unnecessary.

"A lighthouse is an unsatisfactory thing. In thick and foggy weather the best light in the world—oil, or gas, or electricity, it matters not—may be invisible half a mile, even less, from its source. In the conditions when it is most needed the lighthouse is absolutely useless. As for life-savers, heroes that they often are, they can usually help only after actual disaster. What is most needed is prevention. And the wireless may prevent in several ways.

"The first has already been indicated; the wireless can keep the ship constantly in touch with shore, constantly informed of its exact position. It can keep the ship constantly in touch with other ships, can arrange meetings or parallel paths, can correct errors of calculation, and warn of derelicts. It can summon ships to rescue in mid-sea, or, if accident befalls near a port, the wireless will bring steaming forth sea-going tugs more efficient than a flotilla of lifeboats.

"But let us consider a way in which wireless may act as unfailingly as an automatic railroad track signal in skirting a coast-line.

"Marconi in 1906 found that bent receiving antennae which he devised showed the greatest oscillations when the insulated end pointed directly away from the station whence a wireless message came. Bellini and Tosi have also devised inventions of this same sort.

"Let us suppose, now, a vessel nearing New York after a transatlantic voyage. Shinnecock and Fire Island lighthouses have been done away with. Instead there is a wireless station at the site of each.

"The night is so thick that on deck you can hardly see your hand before your face. The ship's wireless is sputtering intermittently, exchanging messages and paths with other vessels leaving and entering the harbor of New York.

"One of these strays within half a mile, and the water wireless described above not only records the fact, but checks our ship's headway. However, this has been anticipated; the course of each craft is known to the other from recent conversation, and normal speed is restored.

"Our ship is now heading west between Shinnecock and Fire Island wireless stations. At intervals the operator stops, and with the officer of the deck consults the bent receiver. This points first one way, and the signal of the Shinnecock station is recorded; then it shifts, and the Fire Island signature is heard.

The precise direction of each shore station is ascertained by compass to the exact degree.

"The officer of the deck takes his chart and carefully draws through the dots of the two wireless stations straight lines bearing in the directions the compass has shown. He prolongs these lines to an intersection. There, at the intersection, he sees the position of the ship at the moment. Lighthouses, even were they visible on a night like this, would not do so much nor so exactly for him."

Training Teachers for Cities

One of the distinctive features of the meeting of the N. E. A. in Chicago July 6-12 will be a Conference on City Training Schools under the guidance of John W. Withers, St. Louis; Frank A. Manney, Baltimore; William B. Owen, Chicago; and Miss M. L. Webster of Indianapolis. The topics to be discussed are: The amount and distribution of time devoted to practice teaching; the best method of directing the studies of observation and practice; the school principal's share in the training of teachers prior to their appointment; the measure of responsibility which should fall to special supervisors in the training of teachers.

A movement is on foot to make this a department of the N. E. A. because of the growing importance of the city training school, the increasing complexity of its problems and functions, and the very unique opportunity which it now has and which it ought to improve to influence educational theory and practice and to contribute to the scientific study of education.

Benson in the North

O. H. Benson and the department of farm management of the United States Bureau of Agriculture have worked miracles, agriculturally, in the twelve Southern states through boys' and girls' clubs.

Now arrangements have been perfected for the promotion of boys' and girls' club work from the department of agriculture under the supervision of the office of farm management throughout the Northern and Middle West states. The plan will be to promote only a limited amount of territory for the first year, with the idea of developing as fast as it is possible to do so. On July 1 Mr. Benson will be transferred from the Southern territory to the Northern territory, to have charge of the work. He will begin by promoting three distinct divisions of club work, namely, the boys' corn club, the girls' garden and canning club work, and the boys' and girls' potato-growing contest. Already a number of organizations have been perfected in Kentucky, Kansas, Iowa, Illinois, South Dakota, Ohio, Michigan, Indiana, and West Virginia.

A Los Angeles Departure

Los Angeles is breaking an unusual number of records, is making departures along many lines. This summer there will be 6,000 children in the summer school for seven weeks. The city teachers may do the teaching, and, judging from the gen-

eral practice, there will be a sufficient number of applicants to meet the demands. The pay is \$90 for elementary teachers, \$125 for elementary principals. For intermediate schools \$115 for teachers and \$250 for principals. The departure is in this, that a teacher may decline the pay and take her seven weeks off at full pay at any time during the school year. These credits may accumulate until she can have a whole year off. There is much interest to see which will be chosen by the teachers. The regular pay is \$108 a month, or \$190 for seven weeks.

Educational Association Officers

International Kindergarten Union. (Elected at Des Moines meeting.) President, Mabel McKinney, Pratt Institute, Brooklyn; vice-president, Mrs. Margaret Stannard, Boston; secretary, Miss Netta Faris, Cleveland; treasurer, Miss Luella A. Palmer, New York city; auditor, Miss Catherine B. Watkins, Washington.

Mississippi Teachers' Association. (Elected at Gulfport meeting, April, 1912.) President, W. H. Smith, Davant; vice-president, F. B. Woodley, Hattiesburg; treasurer, Mrs. J. T. Calhoun, Collins; secretary, H. L. McCloskey, Hazlehurst.

Western Drawing Teachers' Association. (Elected at Cincinnati meeting, May, 1912.) President, Miss Emma Church, Chicago; vice-president, William H. Henderson, Springfield, Ill.; treasurer, Miss Charlotte Ulrich, Cincinnati; auditor, Matt J. Sherer.

Inland Empire Association, 1912. (Elected at Spokane meeting, April.) President, Superintendent Bruce M. Watson, Spokane; vice-presidents, State Superintendent Harmon, Montana; State Superintendent Alderman, Oregon; Earl S. Wooster, State Normal school, Lewiston, Idaho; treasurer, J. V. Buchanan, Cheney Normal school, Washington.

Illiteracy in the Public Schools

A statement of the results of the thirteenth census enumeration regarding illiteracy in the United States shows that in 1910 there were 71,580,270 persons ten years of age or over in the United States, of whom 5,517,608 were unable to read or write, constituting 7.7 per cent. of the population. The native whites, who constituted nearly 75 per cent. of the entire population, had the smallest number of illiterates, 1,535,530, or 3 per cent. The foreign-born whites had 1,650,519 illiterates, or 12.8 per cent. of their number. The colored had 2,331,553 illiterates, or 30.5 per cent.

Comparing 1910 with 1900, there was a gain of 13,640,456 in the population, of ten years of age and over, but the number of illiterates fell off 663,461. There was consequently a decline in the percentage of illiteracy from 10.7 to 7.7 per cent. for the aggregate population. Among native whites the number of illiterates diminished 378,081, and as the population increased the percentage fell from 4.6 per cent. in 1900 to 3 per cent. in 1910.

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LOOKING ABOUT

A. E. WINSHIP, EDITOR

A MODEL SCHOOL COTTAGE

AT the Utah Street school in Los Angeles, where the Russian Jews came in vast numbers about three years ago, fleeing from tyranny, the problem of the school was much more than teaching English, number, and other regulation facts and processes.

To Americanize the children and their parents in the best sense of the term was accepted by principal, teachers, superintendent, supervisors, school board, and the Parent-Teachers' Association.

One of the wholly unusual methods is the introduction into the school yard of a small wooden model school cottage, inexpensive and inexpensively furnished, but a real-life home, with sleeping room, living room, and dining-room, kitchen, closets, bathroom, and lavatory.

Here two teachers live 365 days in the year except as they are away on vacation.

Here they sleep, eat, have their washing and ironing done. Here they keep their clothing, have their books, pictures, and curios.

At the mid-day meal they are joined by eight other teachers and company whenever they choose.

Do you get the picture? Re-read the article up to this point that you may have the setting fully in mind when I tell you that everything by way of housekeeping on every school day of the year is done by children from the third to the sixth grade. There are no seventh and eighth grades in this school.

Every morning the girls of the third and fourth grade come early and make the bed, make the couch bed and transform it into a couch. Every day they sweep every room, dust every room and everything in it, even to the pictures and picture

cards. They wash the breakfast dishes, and put everything in order.

The fourth and fifth grade girls wash and iron all of the bedding, napkins, towels, and the simpler laundering of the teachers of the cottage.

The fifth and sixth grade girls get the luncheon for the ten teachers every day. They do it all, from the peeling of the potatoes and other preparation of the food to the cleaning of all dishes and kitchen ware.

This is real domestic science. It is education that is vocational, industrial, economic, sociological, artistic, and ethical.

All girls in three grades take their part of the work and have their responsibility. Not one thing is under the lock. No jewelry or wearing apparel is protected. No adult is in the home during school hours except when the domestic science teacher is giving special directions or some visitors stray in, and never—never—has one thing been taken. I confess that this is a stretch of faith, but it is true just the same.

And almost literally has nothing been broken.

The girls have hemmed the napkins and towels, made the curtains and many other things. They are neat, efficient, handy, and take great pride in it. It is needless to say that the homes of the vicinage feel the impulse to good housekeeping.

What do the boys do?

They have a school garden all around the grounds on the inside of the fence, and they raise all the vegetables for the supply of the table of the model cottage, and gather them and prepare them for the kitchen. School gardening is as real domestic life for the boys as is the housework for the girls.

Is there anywhere any better social service than this?

LOS ANGELES SCHOOL GARDENS



SCHOOL gardening, like everything else in Los Angeles, is the real thing. It is educational, vocational, industrial, and agricultural.

All of the school garden work of the city is under a supervisor, as in Cleveland and several other cities, but there is one advantage over cities of the East,—the children can work in the gardens every day of the year, raising three or four crops in each garden.

With 6,000 children in the summer sessions, they can keep the gardens on duty literally all the year round.

There is no day in the year when they cannot plant, so far as the season is concerned, and no day in which they cannot have something to harvest. This possibility gives a zest to school gardening.

At Twentieth Street school they have a garden plot 100 by 155 feet. This is divided the long way, with a walk ten feet wide. On either side of this walk are school plots forty-five feet deep. Each of the twenty-two classes has a strip forty-five feet deep and fourteen feet wide.

They run a narrow path down the middle of this, so that each pupil has a bed of his own about two by six feet.

Each school is responsible for its garden and each child for his bed.

Some children raise flowers, but most of them vegetables. Each child has his own produce to take home.

The seed is provided by the board of education. After consultation with the teachers, and they with the pupils, the principal makes a requisition on the superintendent's office for whatever seeds they desire.

Of course there is a difference in the taste, skill, and garden interest of the teachers.

"I hate it," said one teacher last September. "They have no right to require it of me. I was hired to teach the children, not to farm with them." Her pupils caught much of her spirit, and they did not love it over much.

It was not many weeks, however, before every school garden told the story of the teacher's interest. Some gardens just shone with thrifty plants, and others in a lesser degree, but there was one class plot that disgraced the whole garden. It was seen by every visitor, by every teacher, by every other class, and even from the street. Soon every one knew it as Miss ——'s class. The children told her they were ashamed of it, and she confessed that she was, and she and they decided to start all over again and have a 'dandy garden,' and they have. She likes it now,

and so do they. It has a different significance now when any one says: "That is Miss ——'s class."

Out of about 1,100 pupils in the Twentieth Street school there is not a child that does not relish school garden work, and not a teacher either.

I asked the whole school how many of them have any school garden at home. Practically every one of them has. Some had literally no ground, but they were raising vegetables in tin cans and chalk boxes on window sills.

But the Seventh Street school is branching out very elaborately. In addition to the school garden, 150 by 150 feet, they have captured a dump of about an acre and a half, where, instead of a garden two by six feet, a boy has a garden twenty feet square.

The fifth- and sixth-grade boys have these gardens. They cleared off the dump themselves. They fenced it, but the board of education paid for plowing it the first time, as it could not have been spaded.

Here is a list of flowers, vegetables, grains, grasses, and trees raised by the six grades, boys and girls, in the Seventh Street school:—

Beets, carrots, parsnips, onions, radishes, beans, lettuce, peas, turnips, spinach, parsley, Brussels sprouts, Swiss chard, cabbage, squash, corn, cucumbers, peppers.

Clover, sunflower, wheat, oats, flax.

The onion seed was first planted in boxes—the young onions transplanted in the garden.

Seventy-eight kinds of flowers, bulbs, etc.

Twelve rose bushes started.

Eighteen shade trees transplanted.

Sixty cuttings, various kinds.

Every child knows every flower, vegetable, grass, grain, shrub, and tree; knows it by name, knows it on sight, and knows much about it.

A year ago, when Mrs. Larkey, the school garden supervisor, went into one grade room in the city and said she would like to speak to the class about starting a school garden in September, the teacher said: "We cannot be interrupted. We have our arithmetic class now, and we have no time to waste."

This spring that teacher is in the school garden half the noon hour, and often till six o'clock in the afternoon. She is often calling up the school garden superintendent to know about this or that feature of garden work.

Really, school gardening is doing as much in extending the interests, broadening the ideas, and humanizing the teachers as it is doing educationally and vocationally for the children.

The librarian says that the teachers take out more books on school gardens and interests that centre in them than on all other school subjects.

Still o'er the earth hastes Opportunity,
Seeking the hardy soul that seeks for her.
Swift willed is thrice-willed; late means nevermore;
Impatient is her foot, nor turns again.

—Lowell.

GOOD THINGS SEEN AND HEARD HERE AND ELSEWHERE

SUPERINTENDENT A. E. TRESTER,

Alexandria, Ind.

[These have been gathered by seeing and hearing what teachers are doing and saying.]



TEACHER who is anxious, but not over-anxious, about the recitations of her pupils. She gives help when needed only, and the pupils cannot read her lips or expression as cues

to saying what she wants them to say.

A lesson well-selected as to the nature of the subject matter, and well-planned as to the method of presentation.

A teacher who did not correct a single pupil during a visit, and she did not overlook grave misdemeanors either.

Quietness in the room on the part of both teacher and pupils. Quietness seemed to be a part of firmness.

A well-poised teacher. Small irregularities happened, but the teacher was never completely put out by them.

A room in which they all had clean hands and clean faces.

Interest of class aroused in new topics as they were taken up.

Technical names and definitions taught when needed in connection with their use.

Pupils being asked to *do* only when they had been taught *how* to do.

Drill following teaching and no attempt to teach by drilling.

Ninety-five per cent. or 100 per cent. of the pupils taking part in the recitation in some way.

A teacher who did not put all of the questions, offer all of the suggestions, nor expect all of the recitation directed toward her.

Teachers conducting their work as if they really believed "nine-tenths of the problem of school discipline is solved if children are kept interestedly busy doing worthy things."

Teachers ready for the work when the class was called, in the preparation of subject matter and methods, and in the detail organization and management necessary to operate a discussion successfully. Chalk, erasers, materials of all kinds were ready.

A room in which dispatch was the order of the day and the minute. No snail movements and no hurry,—just working to get things done.

Pupils who believed that the teacher knew what she wanted to say and that she meant what she said. No "nagging" here.

Unconscious influence exerted by teacher at all times by her self-control and evenness of balance. Nothing was seen or heard to cause excitement or noise. No lounging, scowling, loud talking, snapping of fingers was evident.

Neat and tidy rooms even if the walls needed painting. Closets, book shelves, teacher's desk, pupil's desks were as tidy as they could be made.

Signals and commands few, but full of meaning and well-understood and obeyed by the pupils.

No pupil held up to ridicule before the whole room. Public scoldings were not delivered.

A teacher who was proud of her profession. She didn't advertise her profession, but she respected it.

A teacher who knew many patrons and was known by them.

A teacher who was interested in the elevating affairs of the community. She helped to make things better rather than complained about existing conditions.

School affairs were kept as school affairs, and the gossipmongers of the community didn't secure school news of the kind that they usually want to have in stock.

A teacher having dignity, both in the school-room and elsewhere. She was approachable by anyone, but all recognized that she stood for what was proper and right at all times.

Professional spirit shown in accepting and trying new methods providing they offered enough argument to merit a trial. Suggestions always questioned and always welcomed.

A teacher who sought enough recreation to keep her in the proper mental and physical condition for good school work.

A teacher who taught as if she really believed that, having accepted a position, her first duty was to her school work. She considered herself a public servant doing in an expert way what the public cannot do for itself directly.

A school system in which if something went wrong the teachers, supervisors, principals, and superintendent began, first of all, an investigation of themselves and the system in which they were working.

A teacher who knew that telling is not teaching.

Harmony and co-operation among pupils, teachers, principals, supervisors, superintendents, patrons, and the community in general.

A school board that was non-political and constantly strove to do the *right* thing regardless of politics, religion, factions, and small irregularities of all kinds.

Routine factors were made automatic, but great care was taken to prevent making instruction a routine factor. Variable things were treated as such, but invariable things were made mechanical as far as desirable.

Patience to wait for results and persistence to keep working for results, while the waiting was being done.

Politeness on the part of pupils at school and on the street.

Optimism in stock and a daily use of the stock. Hope seemed to be the keyword.

The social element being emphasized in the classroom. Pupils were really *living* with each other and the teacher. Life, and not merely

preparation for life, seemed to be at the basis of the work.

Enthusiasm prevalent, but excitement absent. Enthusiasm seemed to be a very calm, sensible thing, and was divorced from hurry and noise.

Training in morals. The conduct of the pupils was taken as a test of the training.

A teacher who was absolutely honest. If she

was tardy she marked herself so. Similar things were handled accordingly.

Success rather than failure being emphasized.

A teacher who really wanted the superintendent to criticise her work. She wanted no remarks made in passing, but she wanted to be told why her work was good, if good; and why bad, if bad.

A tolerant teacher.

THE MONTESSORI SYSTEM

MARY JACKSON KENNEDY

Miss Wheeler's School, Providence, R. I.



IN Dr. Winship's brilliant and unusually fair summing up of the Montessori system there seemed to me little to criticise, but that little is worth a word. Although personally and professionally interested in this method, I am

door garments, and hanging them up carefully, they proceed without direction in a most business-like way to adjust table and chair, and then choose for immediate work some bit of apparatus from the schoolroom shelves? In our own experimental work, almost by common, though un-



OPEN-AIR WORK.

not a blind nor rabid advocate of the method as an educational cure-all, nor do I wish to see the kindergarten supplanted by it, but I do see in it strong forces to reform many evils of our present system, and much to supplement kindergarten work. Now, with regard to initiative—does not the Montessori principle imply that? Liberty of action and opportunity for development of the individual must certainly bring about power of initiative. To one who has seen the Montessori schools in Rome, who has seen the results of the Montessori training on a smaller scale in our own country, initiative seems a marked outcome of the system. What else than initiative is it that a little Italian girl displays, when, without suggestion from her teacher, without that teacher's knowledge even, she writes on a blackboard in her perfect Montessori script a greeting to the "Signora Americana" who happens to visit the school? Do not tots of five display power of initiative when, after divesting themselves of out-

voiced, consent—initiative again—the time between the arrival of the children in the morning and the formal opening is devoted by the children to any favorite work.

Each child, as she comes in, gets out her own little table, arranges her chair, and then, with grave decision, chooses a box of apparatus with which to work. No time is wasted. Here are two snapshots taken the other morning, showing sights one can see any day in our Montessori workroom even before school begins. They are not set to work; they put themselves to the chosen task. Is not that at least a promise of initiative?

Another bit of Montessori history applies here. We make much of clay modeling and plastic work, leaving the choice of article to be fashioned entirely to the child. The other day, when I paid a visit to the room, I found one small child in ecstasy over a set of script vowels that she was fashioning by Montessori models. No one had suggested this; she had been working with letters

previously, and the thought pursued her into her plastic work.

Again the impression seems to be spreading that the Montessori system discourages and suppresses imagination. That is hardly true; what it does discourage is false impressions given by imagination. Its gospel is "work for work's sake," not because of sugar-coated educational enticements. The freedom of the Montessori workroom means freedom for all good things, and the grown-up Montessori child will be able to find as well, if not better than any other human creature "tongues in trees" and "books in the running brooks."

One more point—is the social side neglected in our latest educational system? No, it is simply developed in a manner very different from the formal methods of the kindergarten, through the practical physical exercises of real social enterprise. Each Montessori school is a community, a community where each individual member respects the rights of all other members, and knows that his rights will be so respected by others. He

helps others, and is helped by them. They share their joys; it is no uncommon sight to see a group of children crowding around a little schoolmate

who has perhaps for the first time manipulated successfully a new piece of apparatus. They applaud, they rejoice with her, and then—back to the work table without a word of exhortation from without. They take thought for one another. No one who has witnessed the serving of lunch in one of the Casa dei Bambini can believe that the children there are not being trained for social relations.

The care, the cleanliness, the careful attention to the wants of others, the deftness

and daintiness evident on those occasions in the little waiters, in the little guests, were marvelously convincing proofs of what we may call the useful social side. No one who reads Dr. Montessori's book can think otherwise than that her object is to train her pupils for society and the state. The development of will power, patience, diligence in labor, obedience, regard for the rights of others—all these should be the results of a properly-conducted Montessori school.



OPEN-AIR WORK

MOTHER PLAY IN PRIMARY GRADES—(XI.)

BERTHA H. BURRIDGE

THE FISH IN THE BROOK

"A child regards with new delight
Each living thing that meets his sight;
But when within the limpid stream
He sees the fishes dart and gleam,
Or when, through pure transparent space,
The bird's swift flight he tries to trace,
Their freer motion fills his heart
With joy that seems of it a part,—
A joy that speaks diviner birth,
While yet he treads the ways of earth."



HY is it that a child so delights in watching fish or birds? Is it, as Froebel suggests, because they seem to move with such perfect freedom, the one in water, the other in air?

Unimpeded activity in a pure element—is this the magnet which attracts the child to bird and fish? If this be true, then indeed we may make it the point of departure for stirring in him a consciousness of the truths that the soul moves freely in a pure element of its own creation, that it is from within that freedom is won.

Let us have in our schoolrooms a bowl of the beautiful Chinese or Japanese gold or silver fish, where the children may freely observe them. Let

them feed them, and add water as needed. Explain to them the necessity of having the animal and vegetable life in aquaria well balanced, and of adding sufficient water to allow for evaporation.

For a lesson in nature study let us take up the gold fish. The divisions of the body are the head, body, tail, and fins. The elongate body enables the fish to pass easily and quickly through the water. The body is covered with scales. The fins and tail help the fish to keep his balance and aid him in moving about.

The mouth opens and closes, and the gill-covers expand and contract as a means of respiration.

The eyes are movable, have no eyelids, and are protected by a membrane. The field of vision is narrower than ours.

The fish goes to the surface of the water for food, draws it down, seems to "munch" it, and swallows with a "gulp."

Call attention to the protective coloration and the adaptation of structure to function.

Tell the children of the eyeless fishes in Mammoth Cave, of the blind and colorless salamander, which develops color if kept in the light, and of many other interesting fishes. If possible, visit an aquarium.

STORIES.

"Fish or Frogs," "Cat Tails and Other Tales."
 "Story of Tad," "Cat Tails and Other Tales."
 "A Cuttlefish," Bass.
 "Hiawatha's Fishing."

POEMS.

"A Boy's Song," Hogg.
 "The Little Fish," "Old Rhyme."

SONG.

"Tiddly-de-winks and Tiddly-de-wee," "Small Songs for Small Singers."

PRIMARY STUDIES IN LITERATURE

ANNA WILDMAN
 Philadelphia

WISHING.

(A Child's Song.)

Ring-ting! I wish I were a primrose,
 A bright yellow primrose blowing in the spring!
 The stooping boughs above me,
 The wandering bee to love me,
 The fern and moss to creep across,
 And the elm tree for our king!

Nay—stay! I wish I were an elm tree,
 A great lofty elm tree, with green leaves gay!
 The winds would set them dancing,
 The sun and moonshine glance in,
 The birds would house among the boughs,
 And sweetly sing!

Oh—no! I wish I were a robin,
 A robin or a little wren, everywhere to go;
 Through forest, field, or garden,
 And ask no leave or pardon,
 Till winter comes with icy thumbs
 To ruffle up our wing!

Well—tell! Where should I fly to,
 Where go to sleep in the dark wood or dell?
 Before a day was over,
 Home comes the rover
 For mother's kiss—sweeter this
 Than any other thing!

—William Allingham

QUESTIONS AND SUGGESTIONS.



HO is talking in the poem? Describe the child. Describe his home.

First stanza: What kind of flower is the primrose? (The English primrose is a monopetalous flower of a greenish-yellow color, and slightly fragrant. It grows in woods or on banks, blooming from March until May. For a colored picture see "Wild Flowers Worth Notice," by Mrs. Lankester, published by David Bogue, London; or, "Wild Flowers," by Anne Pratt, published by Pott, Young & Co., New York.) Describe the picture that this stanza makes you see. If you were painting it, what colors should you use?

Second stanza: Describe the elm tree. (For a picture of an English elm see "A Guide to the Trees," by Alice Lounsberry, published by Frederick A. Stokes Company, New York. Comparing this tree with the American species, the author writes: "Its branches are comparatively short, and grow in a horizontal or ascending line. This gives it a compact, robust look, very different

from the graceful, languorous droop of the American elm. The leaves are smaller, and grow densely on the wingless branches. Their upper surfaces, also, are less rough. . . ." The bark is "very dark and much broken.") What sounds does this stanza make you hear? What motions can you see?

Third stanza: Describe the robin and the wren. For colored pictures of the English robin and the wren, see "Popular British Ornithology," by P. H. Gosse, published by Lovell Reeve, London. The robin is five and three-quarters inches in length; its back is a yellowish olive-brown, edged with gray; the face, throat, and breast are of orange color; the lower parts are yellowish-white. The robin lives in England throughout the year. It builds its nest "in a hole of an ivy-covered wall or in a thick bush."

The wren is less than four inches in length. The upper parts are of a "dull chestnut brown, indistinctly barred with a darker shade, the wings and tail rather reddish in tint"; the throat is "a pale yellowish-gray, becoming browner on the lower parts, where it is barred with dark brown."

"The smallness of his form, his nimble, mouse-like agility, his grotesque figure, and the cheerfulness with which he pipes a lively strain, even in the midst of winter, have combined to make the wren scarcely less a favorite than his cousin and frequent associate, the robin. Very early in spring the wren is building. Under the eaves of an outhouse, in the thatch of a cottage, beneath the shelter of a bank, in the ivy of a wall, or among the moss that accumulates in the fork of a tree, the nest is frequently fixed; and it has been observed that the materials of which it is composed are generally adapted to the situation. . . . The nest is a thick dome, with a narrow entrance, and is well lined with feathers. . . ."

What is the poet making of winter when he speaks of its icy thumbs? Imagine winter as a man and describe him. Do birds "ruffle up their wings" in cold weather?

Fourth stanza: What is a dell? Define rover. Describe the child's mother.

If you could be anything you pleased for a day, what should you choose? After you have decided, imagine your life for that day and write a story about it. Do you agree with the child in the poem that home is the best place, after all, and "mother's kiss sweeter than any other thing"?

Robin in Song and Story

"How the Robin Got His Red Breast," Indian Myth, Whittier.

"Owl Against Robin," Sydney Lanier.

"A Bird and a Boy."

"Sir Robin," Lucy Larcom.

"The Robin," Celia Thaxter.

"In the Lilac Bush" (robin), Celia Thaxter.

"The Robin," Thomas Bailey Aldrich.

"Winter Robin," Thomas Bailey Aldrich.

"Robin Badfellow," Thomas Bailey Aldrich.

"Robin," Dickinson.

"Robin Redbreast," Allingham.

"The Birdies' Ball," "Walker's Songs and Games."



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THE TEACHER'S RELATION TO HEALTH SUPERVISION IN SCHOOLS

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When medical inspection of schools was first introduced about seventeen years ago in New York, Boston, and Chicago, it included an examination for transmissible diseases only. After ten years of this sort of work it was found that while the detection and control of these diseases was most important, that a vastly more urgent phase of health work was being entirely overlooked. This is the physical examination of children for various defects which interfere with the pupil's health, happiness, and progress, such as those of the eyes, ears, nose, throat, teeth, heart, lungs, and nervous system, and general disorders of nutrition. More recently we have come to realize that mental conditions must receive as careful consideration as those affecting the physical nature of the child, and accordingly school medical officers who recognize their full duty have been obliged to familiarize themselves with certain phases of psychology, general neurology, and other related branches which in the past have received scant attention from any except specialists in the medical profession.

Beginning then with inspection for transmissible diseases only, the field of medical inspection in schools has gradually but steadily broadened until to-day a properly qualified officer for schools must of necessity be a trained specialist in his particular branch. The time has passed when any medical man can be considered good enough for the position of health officer in schools and particularly any medical man who is either too young, too old, or too inefficient to succeed in regularly established lines of medical practice.

But with the increasing demand for better qualified men in the schools and with a rapidly broadening development of the work itself, there have also appeared certain factors and factions antagonistic to the success of health supervision of school children.

Among the most important of these elements unfavorable to the proper development of health supervision may be included ignorance of the nature and scope of the work, prejudice, and expense.

Under the first division (ignorance) are naturally included many persons who have no adequate conception of what the existing physical conditions are among school children. This class can be dealt with only by slow, patient attempts to inform them by means of popular education.

In the second group (prejudice) are found individuals belonging to several sub-groups which might be classified as the Christian Scientists, the League of Medical Freedom, and the "paternalistic," or those who regard

any attempts to safeguard their children's health as a personal interference with parental rights.

These sub-divisions in the second group (prejudice) include many admirable individuals in almost every community who have strongly established organizations, and who are consequently in a position to do much injury to the cause of health work in schools.

Under the third group (expense) many serious difficulties are encountered, for with the development of what is really a new specialty in medicine and with it a demand for reasonable remuneration, medical inspection in schools has received another blow. Schools are very slow to realize that even high-priced inspection is a matter of economy in the end, and it will take considerable time and organized effort to make this clear in most communities.

The most natural method of securing proper physical attention to defective school children is through the teacher.

Whether a school has medical inspection or not, the teacher can accomplish a great deal, and where a medical officer is in general charge he must of necessity depend to a large extent on the teacher's aid if he is to get much done. It is too much to expect one medical officer to properly supervise the physical conditions of six or seven thousand pupils or more, as is often if not usually the case. On the other hand, with the teachers as properly qualified assistants one medical officer may easily handle a very large number of children.

As things stand then to-day, practically every city, town, or country district, whether medically inspected or not, finds itself in need of the co-operation of the teacher in matters pertaining to school health.

How then may teachers become either (1) independent health supervisors, or (2) able assistants to school medical officers and nurses? The problem is rather an easy one to solve, and the following plan is now offered as a reasonable solution.

(1) Every teacher before certification should be obliged to give evidence of practical elementary knowledge of the functions of the body.

(2) Every teacher should be obliged to give evidence of practical knowledge of the ordinary physical defects of children in the schools, which interfere with school progress.

(3) Every normal school and teachers' college should provide adequate instruction in the lines indicated above. Very few of them now do so, although when questioned most of them answer in the affirmative regarding certain traditional courses in biology and physiology as covering the requirement, a supposition which the facts prove almost entirely unwarranted.

(4) Teachers already certificated should be instructed by properly qualified medical men who are spe-

THE STUDY OF PICTURES—(X.)

MARY ELLASON COTTING



If there can be aroused in the pupil's mind so enthusiastic an interest in something pertaining to a "life in the open," he is being led to form a desire for that which will raise his standard for the conduct of his daily life.

There no longer exists any doubt that the study of such pictures as these to be considered will aid in creating a desire for learning more about the life some phases of which they represent.

The first picture of the group to be presented is "Spring" (Anton Mauve). While placing it the

pasture"? Yes, they were well washed in the brook, and their heavy winter coats cut off. Do the men shear the lambs? This looks like the very best sort of a pasture, and most likely the mother sheep will have the nicest, happiest times teaching their little lambs everything they must learn about if they are to grow into fine sheep. Could you think of anything those mother sheep will teach the lambkins? Allow the telling of any stories about sheep.

"Edge of the Forest" (Théodore Rousseau).—Remove the Jacque, and in its place hang the Rousseau landscape, which is the last to be con-



SPRING.—Mauve.

questioning is begun. What kind of a picture is it? Yes, it is a quiet one, and can you tell of what it is a picture? What are the sheep doing? What season of the year is it? Where have they been all winter? (Show the Jacque used early in the year.) Is the same person to care for them all summer? Will the sheep be brought in to the sheepfold every night? Why do you think that? Do you suppose they will need anything to eat except the luscious grass? Will the salt be left in the shelter-shed, which is way down in the pasture? What is one reason that this is a good place for the sheep? Yes, there's a spring beneath those bushes and trees, and it's very necessary to have water, for the sheep often are thirsty, and they also enjoy the shade made by the trees. What was done to the old sheep before they were "put out to

sidered of the pictures permanently kept upon the wall. Arouse attention by asking: Are these pictures alike in any way? Yes, they are pictures



EDGE OF THE FOREST.—Théodore Rousseau.

of out-of-door scenes, so they can be called what? Are there animals in this landscape? What are they doing? Does it seem as if they had just come into the pasture? Would this be as good a pasture for sheep as for these cattle? No, cows need a nice pool to walk into on warm days. It keeps them cool and comfortable if they can stand in water a little while. It is a good thing to have large trees to make shady places in which the cattle may lie during the warmest part of the day. Night is coming on, and they will be driven home to the barn to be milked. It is not good for them to stay all night in the pasture, for they need other food than fresh grass if there's to be nice, creamy milk.

When the sun is low in the west, the cows will follow one another to one corner 'of the pasture, where a man will be waiting to make an opening in the fence for the cattle to pass through. If he sees that any have loitered, he will make a low, clear, long call-sound, and soon the laggards will come, for all of the herd know his call perfectly well. After they have been fastened in their proper places in the barn, and been milked, they will eat their supper, and afterward they'll drowsily chew their cuds until they're so sleepy they lie down for the night's rest. What do you suppose live among those trees? Birds, squirrels, and rabbits? Maybe some birds have a nest in that large tree near the pool. If they have, no doubt there are a good many cow hairs woven into it for a soft lining. You think there are sheep kept in the same pasture? Probably not, for sheep are usually kept in a pasture by themselves; they are timid animals and would not be happy with other animals. Don't you wonder what kind of flowers grow among the trees? Yes, the picture looks as if there might be all sorts of beautiful things growing under the trees.

With the oldest children through comparison bring out thought of the construction of the Mauve and Rousseau. Similarities of grouping of animals, trees, use of light, shadow effects, "action" of both pictures and story the artist wished to tell. Was it likely the artists had really seen places exactly like these, and if not, how were they able to produce such natural representations of nature? Does

the treatment of the landscapes indicate that the painters may have belonged to the same age, or to the same school of painting? Draw attention to the simplicity of the Mauve and to the additions which make of the Rousseau a really greater production. After a few days allow a written description of the Rousseau to be made.

"The Hay-wain" (wagon), or "The Valley Farm" (John Constable). — The last of the group of landscapes to be considered is known by several names, two of which are given here. Do not place it with the other two of the group. Allow five minutes for observation before requiring a written description to be prepared. Examine the production and if of

sufficient merit have it read aloud another day. After this develop an oral exercise through questioning as follows: What is the thought the artist wishes to convey? Yes, he has pictured country life, and the suggestion of a particular phase of it—the labor of the summer season. What forms the foreground? Is this foreground of the team in the "drinking-pool" more important than the background, which is the hay field? Could we have a complete idea if this complementary treatment were not used? There would only be a suggestion given if one had been omitted. Introducing field and team makes of the picture something more than a simple pastoral. What added significance has the resting of the team? It shows man's care of the beasts which serve him. Does the dog have any part in the element of the story which the picture tells? The dog is the note typifying action. The remainder creates an impression of



THE HAY-WAIN.—John Constable.



CHRIST IN THE PEASANT'S HOME.—Fritz von Uhde.

a peaceful, insect-drowsing, summer day; the sun dapples the water, cloud shadows flit across the mowing, the smoke rises almost imperceptibly from the chimney, but the dog's alertness signifies there has been and is to be work done, else he would be lying in the shade of the great trees that shadow the house. How does the picture make you feel? Yes, it creates a feeling of that well-regulated farm life which betokens comfort, thought for others than self, happy contentment, and peace.

"Christ in the Peasant's Home" (Fritz von Uhde).—This picture of a religious nature should occupy a place alone, and several days should intervene between the presentation and study of it.

To aid in the interpretation the questioning may be as follows: Of what does this seem to be a picture? Should you consider the conditions of this home to be like those of the farm home of which we have thought and talked? No, because this home is in another land, and all the conditions of life were different. The atmosphere of placidity of the farm gives place here to that of the serious gravity which is akin to solemnity. The presence of the World-Child grown into the World-King indicates the need of that healing which only may be given by the Prince of Peace. His childhood, boyhood, and manhood have been spent in a carpenter's home in a small village. He has lived midst the many trials and vexations of the life of a small place where poverty was the rule rather than exception. He has so learned the meaning of struggle, patience, and self-denial that he is able to interpret and has absolute understanding of the many and varied temptations and sorrows that befall humanity. His native gentleness and greatness of love for mankind have made him so sympathetic that his

power for doing good to lowly and great alike is nearly incomprehensible. To each and all he gives of His mind, heart, and soul treasure, for He understands as does no one else the needs of the human in the daily struggle of life in whatever environment that struggle may be taking place. He has come among these lowly peasant people, who receive Him with loving reverence and trust, for never has He failed to interpret their need, and give counsel, or to guide them back into the path of faith and peace. It is the greatest beauty for which one can strive—that of never failing our fellow creatures in their hours of sorrow and trial, and it is what all can attain if the laws which governed the World-King are observed as the daily life is lived. Down through all the many years since that long-ago time when the Prince of Peace lived upon the earth there has been the same giving to and healing of humanity. Into the homes of to-day the Spirit may enter just as ever it has in time past if faith be pure and true and strong; and there may come to all the joy, comfort, content, and beautiful peace which seemed to belong to the farm home.

All this the painter has tried to tell us in this picture of lowly people in their simple home.

Before finishing the work for the year there should be a review of the pictures, each being classed according to the subject and school of painting to which it belongs. As a last exercise allow the pupil to write a description or story of his favorite picture.

In summing the benefits from the study of pictures the one gain most desirable is the better, stronger character which should have resulted from the thought development resulting from the observation of some of the best work of famous artists, who were also of fine moral fibre.

LITTLE STORIES FOR LITTLE FOLKS

JEAN HALIFAX

JUNE, THE ROSE MONTH.

"Then June, the month of roses, the gladdest time of all; The earth seems all rejoicing; the old their youth recall."

That is what one poet says. And many poets have sung of beautiful June. Longfellow calls June "the fairest daughter of the year." And the children love June as well as the poets do. Such lovely long days for out-of-door living! It has the longest day in the year. Do you know which day that is? It is the month of roses, so it is the queen month, and its flower is the queen of the flowers.

"June is queen among them all,
Roses blossom at her call."

June was called by the Indians the "Moon of Strawberries." That is a pretty name, too, is it not?

QUEEN JUNO.

The Romans named this month for stately Juno, the queen of the gods and goddesses and of heaven and earth. Jupiter was her husband, and Mars, the god of war, for whom March is named, was one of her sons. Vulcan was another son. Have you ever read about his thunderbolts? Hebe and Lucina were her children, too. You will find many pictures of Juno. Do you know how to tell her? She holds a sceptre in her hand and wears a diadem on her head. Sometimes you will find her in

a chariot drawn by peacocks. Iris, with her rainbow wings, was Juno's messenger. Queen Juno was the goddess of happy marriages, and Roman girls loved to choose that month for their weddings. And, indeed, it is still the favorite wedding month.

A FLOWER THAT TELLS ITS AGE.

There are two flowers which tell you just how old they are. These flowers are the Solomon's seal and the iris. Go out into the woods and dig up one of these plants. Then look for the scars. For each year, down under the ground, the root stretches itself along just so far, and then sends up a little shoot. The shoot grows up and blossoms, and when the summer is over it dies. But down under the earth the little scar shows where that shoot began. Next year the root will grow a little longer and send up another shoot. And so it goes on. And the little scars, where the shoots started to grow, will show you how many years old the plant is. So you see it tells you its age very plainly.

DANDELION PARASOLS.

"Oh, see the little white parasols flying away to the fairies!" said Aunt Beth. "Oh, where?" cried little Beth, her namesake. Auntie pointed to the fields. And wee Beth saw some old, old white dandelion puffs floating in the breeze. "Didn't you know that the fairies

use the dandelions for a shade sometimes? And then, after a while, when we are through with our little gold stars, they turn into little white parasols and float away to fairyland. And the fairies use them for parasols. Are they not light little parasols? The fairies can just hold on to one, and be carried where they wish. The puffs make very nice little airships for them, you see."

WILL'S SUMMER SCHOOL.

Will and Roy were coming home from school. They came to a fallen tree by the side of the road. That made a good seat. So they sat down and talked. "To-morrow'll be the last day of school," said Roy. "Then we'll have a long vacation."

"And there are such lots of things to learn to do this summer. It won't be half time enough," said Will.

"Learn?" asked Roy. "You're not going to study all summer, are you?"

"Yes," laughed Will, "and I have four teachers who are going to help me." Roy looked puzzled, so Will explained. "Father is going to teach me to farm. I've subscribed for a farm magazine, all my own. But he'll help me most, of course. Auntie is going to show me how to keep books, so I can keep my accounts straight. Uncle John is going to teach me to swim and row. Of course I can swim and row now, as well as the rest of the fellows. But uncle was stroke oar at college this year, and he can swim and dive—oh, my! but you just ought to see him."

Roy began to be interested, too. "I'd like to go to school to your teachers, too," he said.

"You can," promised Will. "I know they'd like to have you. And we'll raise vegetables for the county fair in October. I've planted an acre of corn, and you ought to see how nice it's looking already! I want the prize ear at the fair."

"Why, I'll try for something, too, if it isn't too late," said Roy. "What a jolly summer school we'll have."

HONOR THE FLAG.

In a public school in Norwich, a few years ago, there was a little boy whose grandfather was one of the heroes of the Spanish-American war,—Admiral Sampson. Just after he started to go to school they sang "The Star Spangled Banner" in his room. The patriotic little fellow instantly rose to his feet, and stood, reverently and

resolutely, till the song was ended. The other children tried to tease him, but he could not be teased. He had done the right thing and he knew it. His father and grandfather were in the United States navy, and the little fellow was following the rules of the navy—to stand uncovered when the national anthem was sung or played. The school board heard the story, and at once sent out an order to all the Norwich schools that the pupils thereafter should stand during the singing of the national hymn.

TWENTY LITTLE TADPOLES.

Johnny Green had learned the song about "Twenty Little Froggies," and he thought he would like to have twenty little froggies of his own. So he went down to the pond, behind the mill, and dipped up some frogs' eggs, and some water, too, and filled his pail. When he got home he put them into a glass can. In a few days he put them in a pail in the yard. All around the little specks of eggs was something that looked like jelly. Johnny watched his pail very closely. And one day he found that his eggs were gone. Instead, there were tiny little tadpoles, with big heads and wee tails, and no feet.

HOW THEY GREW.

Johnny had thought that it would be fun to have twenty little tadpoles. And there were twenty in the pail. Indeed, there were three times twenty. For there were sixty, anyway. Johnny tried to count them. But they are wiggly little things, you know, and would not stay still to be counted. They would dive away down to the bottom of the pail just as Johnny was in the midst of his counting. There were so many that Johnny put about half of them into another pail. He gave this pail to another little boy, who wanted to watch the tadpoles change, as Johnny told him they would. How fast those little tadpoles grew! And how hungry they were! They ate insects they found in the water. By and by two little front legs began to grow on each little tadpole. Then two little hind legs started. And then their tails began to grow shorter and shorter till at last these dropped off. For the twenty little tadpoles had grown into twenty little froggies. Then Johnny took them down to the pond. For the pail was too small for them, and they wanted to be able to get on the ground now that they had four little feet. But they like water, too, and so they lived near the pond.

LANGUAGE LESSON FROM "THE THOROUGHbred"

MARY E. COTTING

[Supplement with this issue is for use with this article.]

GRADE I.



ELL, what do you think we have to look at to-day? How do you like it? (Oh, that's all right; everybody doesn't like the same things.

Maybe to-morrow we shall have something that you *do* like. Anyway, to-day you can help us along a little, I know, by just speaking right out about any little thing you notice. Every little helps, you know.) Which part of the picture do you like best? ("Off" child speaks again: "I don't like it." The teacher remembers that "Offy" is afraid of dogs, so she suggests, "Just look up here at the upper part of the picture," and by keeping this child's mind from the dogs the "off" member of the class does a dear little sentence or two.) What makes you like the — best? (Call upon various pupils to give the reason for their choice.) You can't guess, I suppose, who this person is? What is she doing? Don't you wonder what the horse

thinks about it? What are the dogs down here for? Do you suppose they like to have her give the horse a treat? Do they look as if they were waiting for a treat, too? S'pose they'll get one? ("Off" child ventures a little nearer, and half wishes to say a word, then draws away.) Would you like me to tell you what I think of this picture? Well, once upon a time there was a father who was very fond of his daughter. Now, her birthday came on Christmas day, so her father told her the year that she was going to be fourteen years old she must hang up her stocking out in the stable, and she would find his present for her out there on Christmas morning. (Why, of course her mother gave her something; she put it in the stocking that was hung in the living-room.) The little girl thought it was some sort of a joke,—her father was fond of jokes,—but just the same she hung up the stocking on a post at the side of an empty stall. You may be sure she waked up early Christmas morning and

hurried to the stable, and what do you suppose she found had happened? Well, that stocking was gone, but in the stall was a shiny, black horse. Such a beauty, and, best of all, so gentle that Constance could pat him and walk right into the stall beside him. No one knows what became of that stocking, and I guess no one cared; Constance didn't anyway, when her father told her the horse was to be her very own. She named him Decem right then and there. You know why? Now she is a young lady, so you must know that she and Decem have been friends a good long while, and, of course, they have had a great, great many good times together.

GRADE II.

Well, what do you think of this picture? Will you tell us something about the horse? Who can tell something else about him? Why do you like the horse so very well? You can't guess, I s'pose, who this lady is? What is she doing? Why does she give it to the horse? Why is she dressed so differently from the way your mammas dress? Yes, she's going to ride on her horse, and before starting she's giving him a treat. Sometimes she gives him a potato or lump of sugar. Why does she carry a whip? Not to whip him; she "flicks" it in the air to tell him to go faster. The dogs would like to go, too; don't you notice how they're coaxing? S'pose she'll let them go? You may think up a story to tell me by and by; be sure to think up nice names for the lady and each of the animals.

GRADE III.

Tell four things about the picture. Of what

does it make us think? (Be thoughtful of dumb creatures.) Why should she be kind to the horse? Is she likely to be as kind to the other animals? How is she dressed? Why? How does a person use a whip such as the one she carries? Does the horse look like the common ones we see every day? No, a saddle horse must be of a fine breed, and must be taught differently from one for carriage use. Do you fancy the dogs will be allowed to go for a run when the lady rides off? Now you are to write a little story about where this lady is going, what she will do, and how the animals will help her. Name them all properly.

Thought to Be Developed in Upper Grades.—Kindness to animals makes them trustful, gentle, and of greater value than one of a bad disposition. Intelligence shown. Horses and dogs have need of similar treatment; and guard or serve their owners well if rightly used. Stock raising as an industry. Comparison of saddle and carriage horses. Physical characteristics of the animals. Disposition of each. Value of horse-back exercise. The physical benefit very easy to understand. Bring out thought of necessity for absolute control of self in order to guide the animal. Rider must be quick to see, apprehend how animal will be affected, and best way of managing in an emergency. Gain of time when there's a "hurry-call" in time of danger. The delights of riding through woods and in places where it is impossible for a carriage to pass will be worth enumerating; and perhaps furnish the best means for play of imagination in most beautiful degree.

A FLORAL ALPHABET FOR JUNE

HARRIETTE WILBUR

[Directions: Each child taking part has a picture of the flower about which he recites—or a real flower, if obtainable. The pictures may be secured from school supply houses, seed catalogs, or may be sketched on paper or blackboard from illustrations found in botanies or encyclopedias. Each one of these flowers blossoms in June. The teacher writes the letters of the alphabet in correct order on the blackboard, where all may see it easily. Then, before each child recites he writes in the name of his flower. Do not have the flowers come in regular order, as the finding the proper place for writing the word is half the fun. Thus, at the close of four the alphabet will look like this]:—

A	J	S
B	K	T
C	Little Boy's Breeches	U
D	M	V
E	N	W
Flag	O	X
G	P	Yellow Lady's Slipper
H	Q	Z
I	Rose	&c.

- (1) Flag.—
Blue flag, or the rainbow flower,
With still another name;
Fleur-de-lis, or iris bright,
The blossom's all the same.
- (2) Yellow Lady's Slipper.—
When for her tiny feet,
A little fairy sweet
Really needs the very daintiest of shoes;
How easy it must be,
When beneath some forest tree
Are growing slippers just for her to pick and choose.
- (3) Little Boy's Breeches.—
Just like any other boy,
Johnny Fairy's filled with joy,

When unto the age of trousers he soon reaches;
And the little fairy mother
Finds it not a bit of bother,
For the woods contain some bargains in boy's breeches.

- (4) Rose.—
To be as red as a red rose
Is as easy as can be;
For I just look at a sunset cloud
And grow like it, you see.
- (5) Alyssum.—
To be as sweet as alyssum
Is as easy as can be;
For I just breathe the sweet June air,
And grow like it, you see.
- (6) Harebell.—
To be as blue as a harebell,
Is as easy as can be;
For I just look at the deep blue sky
And grow like it, you see.
- (7) Violet.—
Down in a green and shady bed,
A modest violet grew;
Its stalk was bent, it hung its head,
As if to hide from view.
- (8) Ox-eye Daisy.—
Just listen, little blossom,
Until I tell you why
Such a wee and tiny flower
Is called the "Day's eye."
Because you're always shining bright
To greet us with a smile,
And, like the twinkling stars above,
You're winking all the while.

BESS B. CLEAVELAND



(9) Clover.—

To be as fresh as a clover blossom,
Is as easy as can be;
For I just drink the fresh June rain
And grow like it, you see.

(10) Trillium.—

Way down in the June wood, right close to the brook,
If ever you take the trouble to look,
A plant you will see that glows in the light,
With its broad leaves so green and its blossoms so white.

But if there again you should chance to pass by,
When the flower has begun to grow withered and dry,
'Twill no longer be white, but as pink as a rose,
And the older it becomes all the redder it grows.

(11) Inkberry.—

Inkberry is a kind of holly,
But its berries are not red;
As you'd suppose from its odd name,
They are deep black instead.

(12) Nasturtium.—

Gay nasturtiums—yellow, red—
Blooming in my garden bed;
With your leaves of brightest greens,
You are dressed as fine as queens.

(13) Zephyr Lily.—

"Squirrel and song sparrow
High on their perch,
Hear the sweet lily-bells
Ringing to church."

(14) Geranium.—

"Wildwood geraniums,
All in their best,
Languidly leaning
In purple gauze dressed."

(15) Dandelion.—

Through all the bright June weather,
Like a jolly little tramp,
Dandelion wanders up and down the road;
Around his yellow feather
The gypsy fire-flies camp;
His companions are the woodlark and the toad.

Spick and spandy, little dandy,
Golden dancer in the dell!
Green and yellow, happy fellow,
All the children love him well.

(16) Jewelweed.—

When for her tiny ear,
A little fairy dear

Wants a jewel new to decorate herself,
She can find one, yes, indeed,
On a blooming jewelweed,
And it costs her not a cent, this lucky elf.

(17) Pimpernel.—

These flowers of scarlet, blue, or white,
Are called the "Poor Man's Weather Glass,"
Because they close before all storms
And open after the showers pass.

(18) Xyris (Yellow-eyed Grass).—

Softly sway,
Softly sway,
In the breezes light and gay;
Yellow-eyes,
Yellow-eyes,
Bright as sunlight from the skies.

(19) Quaker Lady.—

"Innocence," or "Quaker Lady,"
"Blue-eyed Baby," or "Bluet,"
You're the sweetest one, I vow,
Among the many flowers I've met.

(20) Sweet William.—

Little Sweet William is a lad
Who lives way down in a wood.
He never runs nor romps, and so
You see he's very, very good.

Now, Johnny-jump-up lives there, too,
And these little flower boys
Can play all day at peek-a-boo
And never make the slightest noise.

(21) Buttercup.—

Oh, bravely she holds up,
To catch the sun and dew,
And sometimes raindrops, too,
Her tiny golden cup.

(22) Umbrella Tree.—

A fine Umbrella Tree must be
A handy one, no doubt,
But what a very awkward thing
To carry all about.

(23) Marsh Marigold.—

"Cowslip" I am often called,
Or even "Marybud," I'm told,
But my real name, please understand,
Is always this: "Marsh Marigold."

(24) Windflower.—

Happy little windflower bright,
Always glad and gay;
In the breeze you dance and nod,
Like a merry child at play.

(25) Elder Blossom.—

Flowers are blooming, birds are singing,
And it is June, I know;
Yet down in the field there stands a bush
All sprinkled o'er with snow.

(26) Kentucky Blue Grass.—

I always thought that grass is green,
But now I guess that is not true;
For down at grandpa's farm, last June,
I saw a field that looked real blue.

(27) &c. (And so forth).—

"And so forth" is a June bouquet,
Of many kinds of posies;
Meadow-rue, and barberry,
Pinks, and sweet primroses.

[This last is given by the tiniest child of all, who has a mixed bouquet of June flowers, whether wild or from the garden. He writes in the words, "and so forth"; recites his jingle—using the names of the blossoms in the bouquet; and at the close he may present the bouquet to some playmate or to the teacher, or to some favored guest.]

MISS LACEY'S TALKS

V. WINIFRED LACEY, M. PD.

Ishpeming, Mich.

HOW TO SECURE GOOD DISCIPLINE IN THE PRIMARY GRADES

[Continued from May number of American Primary Teacher.]



LET me illustrate. If you say, "Whispering will not be allowed in this room," in all fairness to the child and for the discipline of your room you should explain why you forbid whispering. Whispering is not wrong or bad in itself, but it takes the time and attention of the child who is doing it and that of the listener (and often there are numerous ones who are interested listeners) away from the work which should be done at that particular time. The whisperer is not considering the rights of others. If you say, "Snowballing is forbidden on the school grounds," give your reason why it is forbidden. It is true that snowballing is good exercise in its place, but now that some one has been hurt or that perhaps you can see that some one, especially the little ones, are in danger, then snowballing must be forbidden, especially on the school grounds. This can very easily be accomplished by explaining to the larger boys that it is their duty to protect the little boys, even if they must refrain from what they call fun.

Many primary teachers get cross and scold because while hearing a reading or word development class a child in his seat innocently asks a question. Such a teacher should explain to the children that it is not wrong to ask a question but it is not right to interrupt a recitation. Explain to the children that you would like to give every minute of the class period to the children in that class and that it should be the business of all children in their seats to help by doing their work as best they can, without interrupting the recitation. By asking questions while another class is reciting they take the time which rightfully belongs to the other children. You will find that even very young children will realize the necessity and fairness of your requirements and will restrain their impulses to interrupt. They readily realize that gratifying their own desires interferes with the work of others. When a teacher gets her pupils to assume this attitude, she has solved the great and troublesome problem of discipline. When children, even in the kindergarten and first grade, are taught to respect and obey your rules and requirements, later in life they will prove to be good

citizens, because in their earlier training they knew and respected ordinary rules and regulations, and now as citizens they know and enjoy the true meaning of liberty under law.

Many primary and also other grade teachers make the mistake of thinking that children will not like them, or will think they are cross, when they demand that they obey, so such teachers allow children to do as they please. In such a room and under such surroundings, you have the most ideal conditions to teach children to have no respect whatsoever for you. In such a room, the teacher fails in her efforts to allow children to please themselves, for what will please or amuse one child will not please or amuse another, and the result is chaos. In this room the teacher is very unwise to think or feel that freedom exists, on the contrary lawlessness reigns supreme. It should be the purpose of all children in a room to help in that room and to help each other. All individual rights should cease when they interfere with the general good. This is the truest and most ideal kind of liberty under law, and the result of this harmonious working together is the ideal style of discipline.

The fact must be remembered, that children are very forgiving and enduring. They will take any punishment which their sense of justice tells them they deserve; on the contrary they are like grown people and when they feel they have not been shown justice they will demand fair play not only for themselves but also for others. Do you blame them? Wouldn't you do the same thing under such conditions? When a teacher inspires confidence, the children will not be the cause of disorder, because they feel and know they are cultivating the habit of right doing. Here it might be suggested that many teachers do not fully realize the value of kind words and pleasant tones of voice in the schoolroom, as one of the very best means of banishing from the schoolroom all forms of obstinacy and bad behavior on the part of the children.

If more teachers would realize this, they would rise above many of the degrading practices of discipline which we hear so much about. Such forms of discipline only tend to arouse the very worst forms of passion and at the same time the teacher fails in trying to secure obedience. We read in our daily papers too often of teachers attempting to discipline with a large ruler, a yard of hose, and

many other forms of purely physical and brute force. We wonder why such teachers seem to develop every spark of hatred and antagonism in a child. Other teachers govern and discipline so that passion, antagonism, and disobedience are unknown factors. All teachers should be careful to sufficiently estimate the great power of kindness. Whenever tempted to resort to any form of harsh discipline with a dull pupil, we should remember that, although that particular child may be only one of the fifty-five or sixty enrolled in that room, yet we must go one step beyond and realize that that little child is the dear one of some father and mother.

If you prove to be a good disciplinarian, you will be a successful teacher. If you are a good disciplinarian and poor in methods, or poor in academic work, you will find many ready to help you; if you cannot discipline you cannot hope to teach. The power to discipline should be cultivated by every teacher who hopes to continue to teach and be successful. There are too many teachers who think that, in order to be a good disciplinarian, they must be cross. That is a grave mistake. It is true, you must be strict, but be careful, we are treading on dangerous ground. To be strict does not mean to be cross. A teacher can be strict, very strict, yet not cross, and the children will love and admire her. She can be cross and not strict, and the children will hate and despise her. You often hear children who, upon being asked if they like school, will reply: "Oh, we have so much work to do in our room, but Miss Brown is just lovely; she is not one bit cross." On the contrary, we hear this remark regarding another teacher: "Oh, Miss Jones

is so cross! I don't like her, and we never do work like they do over in Miss Brown's room. I wish I had Miss Brown for a teacher." You remember it has been repeatedly said that the little child is the keenest critic in the world, so now choose, primary teachers, especially, which remark you would wish to have made regarding you. If you consider such criticisms, it will help you towards solving the problem of discipline.

We would have a greater number of successful teachers to-day if more would realize the fact that the greater part of their success depends upon the good will of the children. We must also be sufficiently acquainted with child study to know that little children are not quite like grown-up people; they feel but have not developed the ability to reason as much as some teachers think they have. Miss Jones may work very hard to teach Charlie to read or spell, but if she is so unjust as to make Charlie's life miserable while teaching reading or spelling, he is not likely to feel very kindly or grateful towards her. The best way to secure the co-operation and good will of the children is to make them happy and contented in their work; then work seems play, and you will not have to worry over the subject of discipline.

In concluding this subject of discipline, let me add: To the little children be kind; be patient; be helpful; encourage and inspire them; direct and guide them into the many ways of doing happily and cheerfully what you demand and what they attempt. The result will be that your worries regarding discipline will be few, you will be happy, teaching will not be a struggle, and you will in the end become what we should all covet and strive to be, a true teacher.

GAME OF BO-PEEP*

LAURA ROUNTREE SMITH

L. Rountree Smith. *T.B.W.*

Poor Bo-Peep, poor Bo-Peep, She has lost her lit-tle sheep;
Long a-go Long a-go, They stood - - - in a row;
Clap the hands and look a-bout They'll be found with-out a doubt, Poor Bo-Peep,
Poor Bo-Peep, She has lost her sheep. To and fro, To and fro, We will
rit - - -
Soft-ly creep, To and fro, To and fro look-ing for the sheep

[The children choose Bo-Peep. She goes to the front of the room and chooses her sheep (one-half of the school). She and her sheep now go to the back of the room, and the children from the seats go to the front and sing.]

Poor Bo-Peep, poor Bo-Peep,
She has lost her little sheep;
Long ago, long ago,
They stood in a row;
Clap the hands and look about,
They'll be found without a doubt,
Poor Bo-Peep, poor Bo-Peep,
She has lost her sheep.

[The children who stand in front now run up and down the aisles, and the sheep run to the front of the

room. The children try to tag the sheep as they run. The sheep who are tagged are out of the game. The sheep not tagged can take their seats when the teacher taps the bell and play again. As the sheep run the children who follow them sing:]—

CHORUS

To and fro, to and fro,
We will softly creep,
To and fro, to and fro,
Looking for the sheep.

[If any child who runs after the sheep fails to sing and the sheep notices it he may call out her name and this child will be out of the game. The teacher will tap the bell any time she wishes the game to end.]

MR. WINSHIP'S CONVERSATIONS

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Nagging is always repellent.

Fussiness never inspires virtue.

Enthusiasm that is genuine is contagious.

National Education Association, July 6-12, Chicago.

Schoolroom temperature is almost universally too high.

No issue of the American Primary Teacher till September.

Wishes for a delightful vacation to all our readers.

It is too bad to have the term "square deal" put out of commission.

There should never be a schoolroom without a good thermometer.

American Institute of Instruction, July 2-3-4-5, North Conway, N. H.

The temperature of a schoolroom should never go above 68°, say the experts.

Stupidity in thought is none the less stupid as thought because it is wittily expressed.

Any industrial profit that comes from the true industrial school must be a by-product merely.

In at least seventy cities women's clubs are largely responsible for the playground movement.

Lightning never strikes when there is ample provision for it to play along insulated rods. Boys are never malicious or vicious when their activities have opportunities for safe and sane play.

Causes of Non-Promotion

In the first and second grades reading seems to be the chief cause of failure of promotion; in the fourth and fifth grades, arithmetic and geography, with some trouble with languages; in the seventh, history.

What could be more absurd than to keep any considerable proportion of a seventh grade from going to the eighth grade because of failure in history? And yet this not infrequently happens.

It is only a trifle less ridiculous to keep children from going from the fifth to the sixth or from the sixth to the seventh grades because of failure in geography. What is there in geography in either of these grades which not to know incapacitates one for doing the next grade's work?

Fairchild Will Retire

It is a matter of regret nationally that Hon. E. T. Fairchild, state superintendent for six years,—three terms,—will not be a candidate for re-election. He has been a state official of national size. He has ranked with the most eminent state superintendents in the nation. In ability, in devotion, in professional virility, in official alertness in the highest sense he stands with the most distinguished state leaders the country over. He did a noble work for the cause of education everywhere when he made a most successful campaign for election for the third term, doing this much to rescue the position from politics.

Home of the Rural Teacher

It is professionally humiliating that we have all been so thoughtless of vital phases of teachers' comforts and necessities.

We have, editorially, said again and again that one of the problems of the rural school was the home life of the teacher, but we never did more than call attention to it.

At last many county superintendents are doing things in this direction. So far as we know, Mrs. Josephine Preston of Walla Walla county, Washington, has done the most and has done it most effectively. She has a county with many teachers in rural communities.

In many districts the farms are owned by foreign capitalists, and the children are of the families of their laborers or managers. All in all, the conditions are as bad as in any county we know.

Mrs. Preston appreciated the difficulties, and made it her first duty to have every teacher live comfortably, while some of them had not lived decently. To-day there is not a teacher in the county whose home life is not agreeable and wholesome.

In one case the manager of a farm lived in a fine house with ten rooms, and the teacher boarded in a most repellent place. Mrs. Preston insisted that the manager, who was school trustee, should take the teacher to board. She had the right to close the school and make them carry the children several miles to school, and she threatened to do it. When he faced this alternative, he provided a good home for the teacher. Six districts have erected a home for the teacher, an acceptable cottage in the school yard.

In one case the woman who had always boarded the teacher through arrangement with the trustee was freaky and at times most disagreeable. She needed the board money desper-

ately, and had always had it, but Mrs. Preston served notice on the trustee that the woman must be agreeable or he must provide another boarding place for the teacher. The irate woman at once went to the county seat, and, in a towering rage, presented herself at the office of the county superintendent to prove that she was "agreeable"; one smile at the "agreeableness" of such a demonstration brought the woman to her senses, and she promised to be agreeable, and kept her promise. She often laughs at the ridiculous appearance she made.

Many other county superintendents are looking after the home life of rural teachers, and the day is not distant when every rural teacher in a self-respecting county will have a desirable home life.

Who can estimate the change that will come over rural school life when the teachers can live as well there as in cities!

The county superintendent who looks after this side of the work is of supreme value to the country as well as to the county.

Camp Fire Girls

The running mate of the Boy Scouts is the Camp Fire Girls organization.

The Camp Fire Girls was incorporated under the laws of the District of Columbia in March, 1912. The aim is to apply the power of organization to the promotion of such activities for girls as will most effectively make for physical vitality, personal efficiency, and spiritual and intellectual vigor as well as to preserve the largest possible amount of beauty, inspiration, and romance in their daily lives.

A group of girls, who want to affiliate with the national organization, must find a woman who is willing to act as guardian. Application is then made to national headquarters for this woman to be registered as guardian of the group. A woman interested in girls may start a group of her own. She must apply to headquarters for authorization as guardian. A number of Camp Fires may be organized in connection with a club, a school, or an association.

Experience has shown that a local group should be composed of from six to twenty girls. The most desirable number is from ten to twelve. The girls should be over ten years of age. There are three grades of Camp Fire Girls: Wood gatherers, fire makers, and torch bearers.

The law of the Camp Fire is to seek beauty, give service, pursue knowledge, be trustworthy, hold on to health, glorify work, be happy.

Dr. Luther H. Gulick is at the head of the organization, and Miss Gerda Sebbel is executive secretary, with national headquarters at 118 East 28th street, New York city.

A. I. I. Meeting at North Conway, N. H.

Since the preliminary announcement has been issued and distributed through New England returns are coming in rapidly from all sections. Raymond and Whitcomb report bookings for rooms in good numbers, and this indicates a large meeting. This may suggest to teachers the advisability of getting their assignments of rooms

early. This must be done by securing the preliminary certificate first from Treasurer Carlos B. Ellis of Springfield.

The program will be a strong one. Such men as President Robert J. Aley of the University of Maine, Lemuel H. Murlin, president of Boston University, Frederick W. Hamilton, president of Tufts College, M. L. Burton, president of Smith College, Kenyon L. Butterfield, president of Amherst Agricultural College, Principal William McAndrew of New York city, and Hon. Payson Smith of Augusta, Me., are among the speakers already definitely engaged. William Orr, deputy commissioner of Massachusetts, will have charge of the secondary school program, and Miss Lucy Wheelock will provide able speakers in the kindergarten department. A complete program will be published at an early day.

N. E. A. Announcement

The program of the Chicago meeting of the N. E. A., July 6-12, is ready for distribution, and a post card sent to Secretary Irwin Shepard, Winona, Minn., will bring you a copy complete.

The railroad rates are announced in the program. They are not especially attractive or advantageous, but there are some modifications of the regular fare, so that whoever plans to attend should consult the railroad rates.

The general sessions will be in the Auditorium, which is the best large audience room the N. E. A. has ever enjoyed. The general program will have as special features: "The Half Century Mark," "The American High School," "A National University," "The Relation of the Public Schools to the Movement for Recreational, Social, and Civic Opportunity," "The Public Schools and the Public Health," "Rural Life Conditions and Rural Education," "Professional Vitality," and "Camp Fire Girls."

The department programs are full of interest. They are varied and present attractive speakers.

The after-convention excursion on the Great Lakes has never been surpassed, to say the least, after any preceding meeting of the association.

Speakers on the general program will be the president, Carroll G. Pearse; Thomas W. Bicknell, Providence; James M. Greenwood, Kansas City, Mo.; Walter R. Siders, Pocatello, Idaho; Adelaide Steele Baylor, Indianapolis; Arthur D. Call, Hartford; Milton C. Potter, St. Paul; Kate Upson Clark, Brooklyn; William Hughes Mearns, School of Pedagogy, Philadelphia; Edmund J. James, president of University of Illinois; Charles R. Van Hise, president of University of Wisconsin; James H. Baker, president of University of Colorado; William O. Thompson, president of University of Ohio; Rowland Haynes, field representative, Playground and Recreation Association of America; Dwight H. Perkins, Chicago; Jane Addams, Chicago; Herbert Quick, editor of *Farm and Fireside*, Springfield, O.; Philander P. Claxton, United States commissioner of education; Albert E. Winship, editor of *Journal of Education*; Luther Halsey Gulick, director of department of child hygiene, Russell Sage Foundation.

NATURE STUDIES

Squirrels

T. A. TEFFT
New York

The hot sun of a May or June afternoon sends you into the cool, quiet woods. You may not want to form any new acquaintances. It is pleasant to be lazy in the woods, to listen to the song of the wood birds, to hear the hammering of the woodpecker, and to look up at the sky through the tree tops.

Suddenly a little yellowish-gray creature appears. There is a rusty color along the middle of his back and tail. You look into his inquisitive bright eyes. You know it is the red squirrel. He does not fear you. "The sylvan folk seem to know when you are on a peaceful mission, and are less afraid than usual." Can you refuse to make the acquaintance of the merry little fellow? Can you resist taking an interest in his cheerfulness, his contentment, his cleverness, his love of mischief, and, I must add, his conceited little ways? Let him come into your heart. You will not find any of the wood folk more companionable than he. Keep up the acquaintance all through the year. How much will you learn of his history in that time?

1. Does the red squirrel hibernate, that is, does he go into winter quarters? Have you ever seen him out on cold days?

2. What does he eat? Does he store up food when there is plenty? Have you ever seen him gathering cones? What does he do with them?

3. Watch him as he springs from bough to bough. Why is he so fearless? Have you ever seen one fall while trying to leap from one tree to another?

4. Notice how active the red squirrel is on moonlight nights. Does he chatter then?

5. Do these squirrels make nests for their young? If so, where?

It may be that a little chipmunk will come near you to find out what is going on. He will demand as much attention as the red squirrel. What a nervous little creature he is! How he chatters and scolds, and shakes his thin little tail! How cautiously he moves from place to place! His life seems to be one of constant fear; fear of what, I wonder?

Notice the stripes on the chipmunk's back. How many are there? Are they all the same color?

Why is he called a ground squirrel? Where does he spend his time? Do you ever see him in a tree?

A chipmunk is very industrious. Look at his cheek pouches. Are they not nearly always well filled? Where does he store his food? What does he like to eat?

Do you think that the little ground squirrel always knows where he puts his treasures? It may be that he sometimes plants a tree. Who knows? This might happen if he should forget where he hides his acorns or other seeds.

Who has seen a chipmunk in the woods in cold weather? Have you ever watched chipmunks at play? Tell us about their games. Do they live alone, or are they social little fellows?

NATURE STUDY—(II.)

ADA M. BROWN
THE BLUEJAY.

Size.—Eleven to twelve inches. A little larger than robin.

Color.—Beautiful blue, white, black band around neck. Many feathers edged with white.

Bill.—Black. Slender, curved at tip. Bristles at base of bill.

Head.—With crest movable at will.

Wings.—Short and rounded.

Tail.—Long. Rounded.

Legs.—Black. Toes strong. Good walker.

Song.—Very unmusical usually, chatters, screams, harshly when alarmed, giving warning to other birds of danger near. Disliked by hunters for this reason. Great imitative powers. Can mock almost any bird, and loves to scare other birds by imitating hawk. Learns to talk in captivity. Very proud of this power and loves to display it. Loud, hearty call. "Jay-jay."

Food.—Robs birds' nests, sucks eggs, tears young birds to pieces, eats grasshoppers, caterpillars, moths, beetles, fruit, berries, cherries. Steals fruit from orchard. Robs farmer's corn cribs. Eats grain and acorns, burying acorns and hard seeds in ground, so helping forests to grow. Disliked by farmers. Eats almost anything. Nuts.

Nest.—Large, bulky, clumsily-built, in notch of tall tree, often cedar. Built of coarse sticks and lichens, lined with fibrous roots, moss, hair, bark. Often conspicuous.

Eggs.—Four to six, dull olive with brown spots. Carefully tended.

Habits.—Male bird very cautious in approaching nest with food for female and young. Devoted mates. Noisy, boisterous, bold, impudent, saucy, mischievous. Very intelligent. Easily tamed. Suspicious, pugnacious. Attack owls whenever found, and other jays help. Unsociable, do not like other birds. Inquisitive, destructive. In captivity very mischievous, loving to carry off and hide glittering things. Conceited, bold, very talkative, a nuisance as a neighbor. Affectionate. Graceful. Beautiful. Found in woods, orchards. Likes conspicuous perches.

Migrates.—No.

THE RED-HEADED WOODPECKER.

Size.—Nine to ten inches. About like robin.

Color.—Beautiful. Head, neck, throat, crimson. Body black and white. Conspicuous. Female. Colored like male, but duller.

Bill.—Strong, long, sharp, for drilling holes in bark of trees, in search of insects or for nest. Tap to see if there are grubs lurking under bark. Can peck a hole through a board. Pounds so hard with bill that its head looks mazy. Loves noise, and often taps just for fun. Loves to work in wood and sometimes excavates nest in mid-win-

THE CHIPMUNK

N. M. FAIRPOINT



A

LONG the stone wall Mrs. Chipmunk ran,

When came a bump behind her

She turned her head, and then she said :

"Oh, that locust has flown up higher."

ter, but never uses it. A carpenter. Bill light blue, black at tip.

Tongue.—Very long, barbed at end for sticking insects. Covered with sticky fluid to catch smallest insects.

Feet.—Very strong. Claws two in front and two back, sharply hooked for catching hold of bark while feeding. Can run over upright tree trunks very fast, also move sideways. Can cling upside down. Usually erect. Blue-green.

Tail.—Stiff, with sharp pointed feathers, acting as a prop while on tree trunks. Flat tail.

Wings.—Can make noise with wings. Feathers enlarged and horny.

Breastbone.—Flattened. Bird can press close to tree trunk in feeding.

Song.—Noisy bird. Shrill, lively note; can drum, squeal, squeak, cackle, splutter, loud cackling laugh. Guttural rattle like tree-toad.

Nest.—Drill hole with bill in tree—usually dead one, because easier and sawdust softer than wood for eggs. Male and female take turns digging, while the other eats. Often work all night. Eggs laid in sawdust at bottom. Carry away chips, so no one will notice nest.

Eggs.—Four to six, glossy white, brown speckled at one end.

Young.—Young of first year. Head, neck blackish-gray.

Food.—Insects, larvae, grubs, beetles, dug out from under bark. Nuts, wild fruit. Garden fruit, corn. Stores away nuts in crevices in bark, which squirrels sometimes find and steal. Farmers dislike them, though they do good.

Habits.—Loves noise. Drums, chatters, rattles bark, taps. Tugs at bark when digging. Friendly, curious. Restless, wary. Quite tame. Bold, fearless of man, even venturing into towns. Mischievous in garden. Spear an apple with open bill and fly away. Frolicsome. Sociable, several seen together.

Enemies.—Often hunted. Black snakes the worst. Enter nest and eat young.

Migrates.—May remain, but usually migrate. April 1-15, October 15, November 15.

Common Name.—Red-head.—New York Teachers' Monographs.

Ants and Aphids

T. A. TEFFT

No matter how hot the sun, nor how dusty the way, we enjoy a country roadside in summer. It is overflowing with interest. There is so much going on, and it all seems so important that even the naturalist hesitates to ask a question. Let him sit quietly for a while, content to be a "looker-on" in the busy world. The wayside folk will not stop their life work because he has come among them. He can learn much by watching.

Perhaps no creatures are more indifferent to the world outside their own than ants. They have no idle moments. There are so many interesting features of their daily life that it is hard to suggest one for special study. I think, however, that our boys and girls will like best to learn about their cows and how they take care of them.

Along any roadside where plants are growing you will find aphids, or plant lice. These little insects are useful to ants in much the way that cows are to people. They provide food for them.

Have you ever noticed a sticky, shiny substance on the leaves of plants? Sometimes it drops from the trees on the paved streets. This is honey-dew, which ants like so well and which aphids give them. There are little tubes on the backs of the aphids. You can see them by looking at them through a microscope. They are called honey tubes, as it was supposed that the honey-dew came from them; but this not so.

Ants take very good care of the aphids. One kind of ant builds a "cow shed" for them.

There is a little aphid that feeds on the roots of corn. In winter small brown ants take care of the eggs of this aphid. They keep them in their own nest. If the nest is disturbed, they will carry the eggs to a place of safety.

You can all observe ants protect aphids from their enemies. Put your finger on a twig or leaf among the aphids, and see how the ants will attack it. Find out the enemies of the aphids. Is the "lady bug" one? You will often see it among them.

While studying aphids I think you should learn that many are injurious to plants. They cause that ugly gall, called the vagabond-gall, which we find on the cottonwood tree.

A SWALLOW EXERCISE

JEAN HALIFAX

Recitation, "The Swallow."—

"I doff my hat to the robin,
And I fling a kiss to the wren;
The thrush's song sets my heart throbbing,
For it makes me a child again;
But when you wing your airy flight,
My soul springs up to follow;
I would be one with you, and I might,
For I love you, love you, Swallow!

I hear the many-voiced chatter
Under the barn's broad eaves,
As clear as the rain's blithe patter,
Or lisp of crisp poplar leaves;
I seem to learn the way to be glad,
Earth's joys no more seem hollow;
He who would flee from musings sad
Should learn to love you, Swallow.

Your flight is a song that lifts me
A moment to upper air;
That with strangest power gifts me
To buoyantly match you there.
How high soe'er your choice may run
My eager thought doth follow;
Together we might reach the sun,
For I love you, love you, Swallow!

First child—Swallows are birds of the air, taking their insect food on the wing. Their flight is strong and graceful, as well as swift. Watch them skim and dart. They like to perch on telegraph wires and barn eaves. Their wings are long and pointed. They live together in flocks.

The swallows' saliva is like a glue. They catch the insects in their mouths, make a pellet of them, and swallow the pellet. It is said that swallows fly low just before a rain, so they are good weather prophets. That is because the air before a storm is usually so heavy with moisture that the insects, on which the swallows feed, cannot fly high.

Recitation, "The Swallows" (by three little girls).—
The three (together).—

"The robin may warble his merriest tune,
The leaves may be green on the tree,
But the blithe little swallow will wait for the June;
For the bird of the summer is he.

First girl.—

"As swift as the light he is flashing along,
High up in the glimmering blue;
Then low at my feet, where the blossoms are sweet,
And the meadows are sparkling with dew.

Second.—

"Oh, gay little rover, no shadow or fear,
No care for the morrow have you;
You pass from our skies ere the autumn is here,
To the land where the summer is new.

Third.—

"Say, how do you know when the skies are aglow,
And the wind blowing soft through the leaves?
Who shows you the way through the night and the day,
To your home by the sheltering eaves?

The three (together).—

"The robin may warble his merriest tune,
The leaves may be green on the tree,



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MINNIE J. NEILSON,
Supt. of Schools, Barney County,
North Dakota.

But the blithe little swallow will wait for the June;
For the bird of the summer is he."

—Mrs. Emily Huntington Miller.

First child—There are six kinds of swallows in this family,—barn, bank, cliff or eave, tree, and rough-winged swallows, and the purple martin. The tree swallow is the first of the family to appear in the spring. In unsettled places these swallows nest in hollow trees. But they are very fond of boxes in towns. They are shot by the thousands in the Long Island marshes, and sold in New York markets for snipe. Isn't that a shame? They are fond of waterways.

Recitations—(1) "The Swallow," by Owen Meredith; (2) "The First Swallow," by Wordsworth; (3) "The Swallow," by Edwin Arnold; (4) "A Swallow in the Spring" (Graded Memory Gems).

Second child—The bank swallow is called also the sand swallow, or sand martin, and you will find his home in the sandy bank of some brook or river. See the round holes in the bank? When the baby birds have left their nest you can put your arm in one of the tunnels, and you will find the nest lined with feathers of ducks and water birds. The rough-winged swallow is almost like the sand swallow.

Song or recitation, "The Bank Swallow" (Nature in Verse," Lovejoy).

Quotation.—

"In and out like arrows fly
The slender swallows, swift and shy."

—Phoebe Cary.

Third child—Everybody knows the beautiful barn swallow, with his glistening steel-blue and black plumage, long, pointed wings, and forked tail. He is a bird of the air, and that deeply-forked tail is a rudder to steer with. Have you watched him play "cross-tag" at evening, when the insects are on the wing? How he darts and skims! You will find the white, brown-spotted eggs in that rough nest of clay and straw on the barn rafters.

Fourth child.—

"Day after day her nest she moulded,
Building with magic, love, and mud,
A gray cup made by a thousand journeys,
And the tiny beak was trowel and hod."

—Edwin Arnold.

Fifth child—"Why the Swallow's Back is Black" (from "Bird Myths").

Sixth child—The cliff or eave swallow is almost like the barn swallow, but he is less brilliant in color, his tail is not quite as forked, and he has a crescent-shaped frontlet. In the far West he is always a cliff-dweller, and so is called the cliff swallow; but as you come eastward you find him flying around the barns.

Recitation—"Perseverance," by R. S. S. Andros (in "Memory Gems").

Reading—The chapter on "Where Swallows Roost," in Chapman's "Bird Studies with the Camera."

Seventh child.—

"Doublets of gray silk and surcoats of purple,
And ruffs of russet round each little throat,
Wearing such garb they had crossed the waters,
Mariners sailing with never a boat."

—Edwin Arnold.

Eighth child—The purple martin was an especial favorite with the Indians. They used to line hollow gourds with bits of bark and fasten them to their tent-poles for the martin. The Mohegan Indians called it "the bird that never rests." The colored people of the South were always fond of this bird, too, and hung up gourds for it. You can tell the purple martin by his iridescent coat and his soft, sweet song. He is larger, too, than the other swallows. He lives on wasps, beetles, and injurious garden insects, and so is a very useful bird.

School—"Swallow Song."

[Each pupil shows colored plates of his bird. Collect and hang around the room all the swallow pictures you can, to add to the interest. With all the pupils helping, at least a hundred pictures may readily be obtained. Have an empty nest on a branch fastened up somewhere. Let the younger ones model little clay eggs to put in it.]

Those who bring sunshine to the lives of others
Cannot keep it from themselves.

—J. M. Barrie.

MANUAL OCCUPATIONS

WOVEN BOOK COVERS

N. M. PAIRPOINT



DURING the last month of school, it is just as well to take advantage of the prevailing excitement which the coming holiday causes, and make the manual work contribute to the joy of the coming season.

Much of the later work of the year can be made into attractive booklets with a little judicious pruning, and to make covers for these will be deeply interesting at this time.

If the nature drawings have been made with this object in view, have them gathered together, to see what extra sheets will be needed to make a complete whole for each booklet, and decide upon the sizes and shapes the covers will be.

The decoration for the covers will be made from designs worked out in paper weaving, being an excellent piece of manual work having attractive coloring.

A few sheets of thin cover paper, which can be purchased from the local printing office for about one cent a sheet, will furnish all the pupils in the room with pretty covers for the booklets.

It is just as well in selecting the paper to use one color for all the mats, a quiet, unobtrusive color, such as dull green, or cream color, or soft browns, then have two or three brighter colors that will harmonize well with the first color chosen. In this way each child may have a choice of two or more colors with which to work.

The simplest foundation for the book cover will be a piece of strong, thick wrapping paper, folded in half and cut so that each side will be a little wider and longer than the pages.

Cut the piece of cover paper two inches wider than the foundation and just the same length, then have it measured and cut into one-half-inch strips, connected at one end like a fringe.

For convenience in working, the top of the fringe may be pasted along one long edge at the back of the foundation, and the strips creased over to the front. The weaving strips are to be one-half inch wide and long enough to go the whole length of the foundation and turn over one inch at each end, where they will be pasted inside the cover.

Any designs may be used for these covers that

the children have previously woven and are familiar with, or new designs may be worked out on squared paper if the pupils are old enough to do so. But the best results will be gained by working a very simple pattern well, rather than trying something new and difficult.

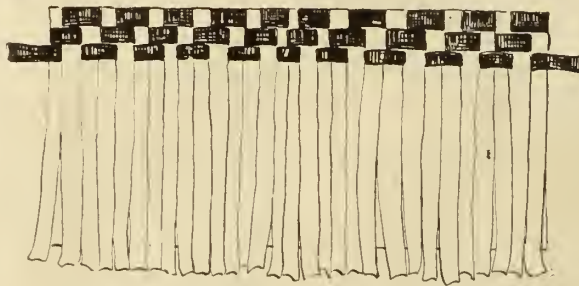
The simplest form of weaving, over one and under one, making a check, or over two and under one, giving a diagonal effect, will give excellent results.

When one strip is woven through the fringe, push it up as closely as possible to the edge of the foundation, then fold each end over the foundation and paste securely. Then weave the next strip and fasten each one in

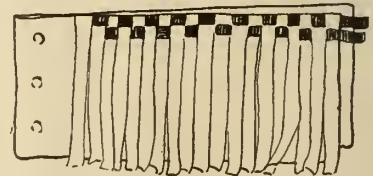
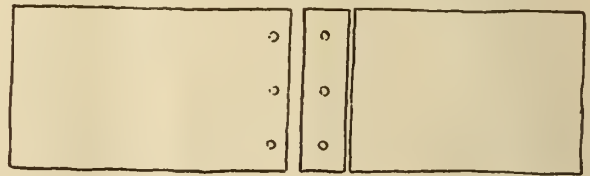
place as it is finished. When the lower edge of the foundation is reached, crease the ends of the fringe over it and paste them at the back.

The whole cover is to be lined with a sheet of paper, either white or colored, and three holes are to be punched through the whole cover to correspond to those on the sheets of drawings.

Another rather more difficult pattern is made on a cardboard foundation. Cut two pieces a little larger than the leaves of the book, then cut off a strip one inch wide from the one to be used for



DETAIL OF WEAVING ON PAPER FOUNDATION



DETAIL OF CARDBOARD FOUNDATION AND WEAVING

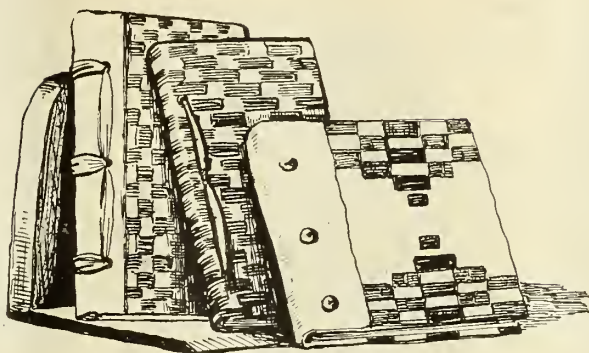
the front cover. This, when pasted together with the covering material, will form a hinge.

A strip of strong cover paper is to be used to cover the back of the book, lapping over the large front piece about one inch, covering the strip of card, and over the back about two inches.

For the weaving cut a piece of cover paper large enough to extend from this plain paper to the edge of the foundation, and two inches wider. Cut this into a fringe and weave with separate strips, as for the first design. In this case, arrangements making complete figures, such as stars or crosses, are desirable.

When the strips are woven through the fringe, paste the end nearest the back of the book so that it will come under the last piece of the fringe, making a neat edge. The other end will be folded round the foundation and pasted inside. The whole cover is to be lined like the first one.

When the covers are finished the leaves may be



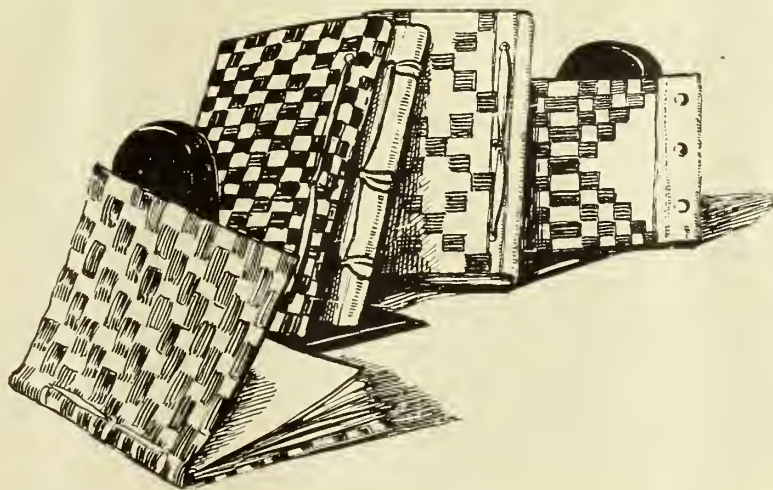
WAY TO FASTEN THE BOOKS TOGETHER

and back to the centre, where it is tied.

This makes the binding just alike on both sides of the cover, and going round the back at each hole adds to its decorative qualities.

In making the book up it adds much to its finish and completeness if two or three sheets of plain paper are placed at each end. If time al-

Another decorative way to tie the booklet is to pass the raphia through the centre hole, back through the top one, round the back of the book and through the same hole, down to the centre one, round the back, and again through the centre hole, down to the lowest one, round the back, through the same hole,



THE FINISHED BOOK

put in place, and paper fasteners put through the holes to keep them together; or they may be tied in place with raphia, colored twine, or narrow ribbon.

The simplest way to tie is to pass the raphia through the centre hole, back through the one at the top, down to the lowest hole, through it, and back again to the centre one. The ends will be knotted securely over the long raphia strand that runs the whole length of the book.

lows and the pupils are old enough, a title page can be arranged, with the title of the book, the name of the craftsman who makes it, the school and year, and a drawing added as a decorative feature.

Drawings bound in this way are far more likely to reach home than are a series of loose sheets, and they make a very attractive specimen of the year's work.

Seek not afar for beauty. Lo! it glows
In dew-wet grasses all about they feet,
In birds, in sunshine, childish faces sweet;
In stars and mountain summits tipped with snows.

Dream not of noble service elsewhere wrought.
The simple duty that awaits thy hand
Is God's voice uttering a divine command;
Life's common deeds build all that saints have thought.

—Selected

TEACHING WRITING

SUPERINTENDENT JAMES M. GREENWOOD.

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In diagnosing a disease it is necessary to determine the causes which superinduce the malady, and then to prescribe a remedy that will remove the cause rather than to doctor the symptoms.

Writing is the easiest subject in our entire curriculum to teach, and it is the poorest taught. The aim should be to teach the child to write with ease and rapidity, and in a clear, bold, legible hand.

Writing includes two phases—the mechanical and the higher instrumental phase. It should be begun early, because it makes little demand on the brain and nervous system. Some begin it before the child has learned to read the simplest lessons.

Both hand and eye must be trained and disciplined in writing. The correct motion of the hand and pen must be learned. The size of the writing should be within the power of the child's fingers and hand, and the letters ought to be of sufficient size for the child to detect his own faults in a letter or a word.

Writing in nearly all schools has been treated as though it would teach itself. Without intelligent teaching, mechanical work is always blind imitation. There should be no uncertainty in the principal's or in the teacher's mind as to what is to be done, or how it is to be done.

I find in the schools a woeful lack of attention to the body, pen-holding, placing the feet, the position of the paper, or the support of the left arm and hand in holding the paper in place. The corrections of faults are not thorough and systematic.

Continued blunders and carelessness in writing are savage reflections on those who teach such classes and on the principals who permit such careless work to go uncorrected. Every line written should be examined and criticised before the next line is begun. Sloping, spacing, and proportion must be carried out in every exercise.

Children from six to seven generally write with an even, separate stroke or pressure. With increased speed comes rhythmic pressure. Children write with an impulse for each stroke or letter; grown people write with a *will impulse* for each word or part of a word.

School intelligence shows itself in the pupil's writing as very good, good, poor, very poor.

Motor ability in using fingers, hands, and arms may be noted as clever, average, clumsy.

The acquisition of writing involves three series of sensations—visual, hand movement, and the movements of other persons. The child at first uses an over production of movement. He has more to do than he can manage.

Inaccuracy of movement is due to the failure of the movement to obey the intention of the will. If the perception is inaccurate, the adjustment is then imperfect. Writing requires steadiness of the whole body. The larger movements should prevail at first, and then gradually extending to the finer and more delicate movements. The eye keeps track as the hand executes.

Practice for practice sake degenerates into carelessness.

To practice till the writing becomes irregular is injurious. Practice periods should always be short, followed by finger exercises to give a rest.

The final object is to get control of the hand so that the automatic movements of the fingers and hand are registered as habit in the nervous centres.—Letter to teachers.

PATRIOTISM AND LOYALTY

[As inspired at Everett, Wash.]



BEGINNING with the first grade, teach all children the flag salute, and in all grades make frequent use of it. There should be at least a small flag in each room. The following salute has been endorsed by the Grand Army of the Republic and by the Woman's Relief Corps: "We give our heads and our hearts to God and our country. One country, one language, one flag."

Before any word is said, the right arm is extended, pointing directly at the flag. The forearm is bent so as to touch the forehead lightly with the tips of the fingers of the right hand as the pupils repeat the words, "We give our heads." The right hand is carried quickly to the left side and placed flat over the heart, with the words, "and our hearts." The hand is then allowed to fall quickly, but easily, to the right side. No further motion is necessary until the last two words are reached, when the right arm is sud-

denly extended to its full length, the hand pointing to the flag and the pupil exclaims with great force: "One flag!"

Teach all children to stand when they hear the first strains of the national air, and to remain standing throughout.

While there is a place for precept and admonition, and possibly even for didactic instruction in a system of morals and manners, yet far greater positive results in the matter of character building may be obtained by the judicious and frequent use of well selected stories.

This form of moral instruction has the advantage of being pleasant for both pupils and teacher, and of teaching important moral lessons without the pupil being conscious that he is being "preached to." It is not the purpose of this outline to partition off the work by grades. It is considered much more desirable that the selection of material shall be made to especially fit each particular room. If, for instance, several in-



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stances of dishonesty have come under the notice of the teacher, then stories which teach strongly the lesson of honesty should be used, and a large number and a great variety of them should be used.

In the following lists X means that the story is adapted to young children under ten years. XX means that the story is better adapted to older children. Those not starred are considered suitable for both older and younger children. The other letters after author's name tell where it may be found.

KINDNESS.

[Prepared by superintendent and teachers of Everett, Wash.]

Subject.	Author.
X Piccola	Celia Thaxter A
X Dicky Smiley's Birthday...	Kate Douglas Wiggin A
X The Little Match Girl.....	Hans C. Andersen B
X Goody Two Shoes.....	Emilie Poulsson C
X Ugly Duckling.....	Hans C. Andersen B
X Apple Seed John.....	Lydia M. Child C
X How Patty Gave Thanks.....	Emilie Poulsson C
X Little Wee Pumpkin's Thanksgiving,	
	Madge A. Bingham D
X Why the Evergreen Trees Keep Their Leaves All	
Winter	Florence Holbrook E
Little Beta and the Giant....	Elizabeth Harrison F
The Three Goats,	
Translated from Norwegian by Emilie Poulsson G	
X Peter and the Magic Goose.....	James Baldwin H
X The House in the Woods.....	Grimm J
X Tiny Tim.....	Charles Dickens K
X The Kind Old Oak.....	C
X The Little Worm That Was Glad to Be Alive,	
	Elizabeth Peabody C
X Why the Morning Glory Climbs....	S. C. Bryant L
XX Rab and His Friends.....	Dr. Brown M
Bird's Christmas Carol...	Kate Douglas Wiggin N
Doctor Goldsmith.....	Baldwin O
XX An Extra Blanket.....	F. Hopkinson Smith
X Timothy's.....	Kate Douglas Wiggin
X Captain January.....	Laura E. Richards
X Dick Whittington and His Cat.....	Baldwin O
Story of Patsy.....	Kate Douglas Wiggin
XX Angels of Buena Vista.....	John G. Whittier

XX The Emperor and the Bird's Nest.....	Longfellow
X Mrs. Chinchilla.....	Kate Douglas Wiggin A

MANNERS AND MORALS.

The Crane Express.....	Emilie Poulsson C
X Star Dollars.....	Grimm J
X Little Deeds of Kindness.....	Emilie Poulsson C
X Little Servants.....	Sidney Dayre C
X Little Miss Muffet's Valentine,	

Madge A. Bingham D

X Line of Golden Light.....	Elizabeth Harrison F
X Street Musicians.....	Grimm J
Reward of Goodness.....	John Ruskin
X The Horse That Fed His Friend.....	C
X A Nest of Many Colors.....	Emilie Poulsson C
X A True Pigeon Story.....	Emilie Poulsson C

KINDNESS TO ANIMALS.

The Bell of Atri.....	Longfellow
Birds of Killingworth.....	Longfellow
X Benjy of Beastland.....	Kate Douglas Wiggin A
Beautiful Joe.....	Marshall Saunders
Rikki-tikki-tavi	Rudyard Kipling
Who Stole the Bird's Nest?..	Lydia Maria Child P
X The Queen Bee.....	Grimm J
XX The Call of the Wild.....	Jack London
X Daisy and the Lark.....	Hans C. Andersen Q
X King Solomon and the Bee.....	John G. Saxe C
X How a Little Boy Got a New Suit.	Louise Stuart C
X The Crooked Man's Story...	Madge A. Bingham D
X Snow White and Red Rose.....	Grimm J
X The Lost Lamb.....	W. S. Harris C
X The Oriole's Nest.....	Kate Douglas Wiggin C
X Story of Moufflou.....	Kate Douglas Wiggin C
The Trail of the Sandhill Stag,	
	Ernest Thompson Seton
X Story of the Dog Sultan.....	Grimm J
X Emperor and the Bird's Nest.....	Longfellow

- A. Story Hour.
- B. Classic Stories.
- C. Child's World.
- D. Mother Goose Village.
- E. How to Tell Stories.
- F. In Storyland.
- G. Through the Farm Yard Gate.
- H. Fairy Stories and Fables.
- J. Grimm's Fairy Tales.
- K. Christmas Carol.
- L. How to Tell Stories.
- M. Riverside Collection of English Classics.
- N. Birds' Christmas Carol.
- O. Fifty Famous Stories.
- P. Children's Book of Poetry.
- Q. Andersen's Fairy Tales.

There is such a thing as good discipline in a school without repression of the natural buoyancy of youth. The lock-step plan may be carried too far. It is far better that children have respect for authority than fear of authority. It is far better for the teacher to be a friend than a martinet.— *Ohio Educational Monthly*.

Observations on Geography for Little People

J. E. MCKNIGHT

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The child's demand for activity, his interest in the activities of his environment, and his willingness to share in the occupation of others are good reasons for putting into schools useful manual work.

Their own creative work should be the basis of a course of study for the younger children. Their occupations are so organized that they form the natural entrance into every field of knowledge.

To begin with the interest of little children in the home, to make conditions for added power through experience, to help them solve the problems and answer the questions their experiences bring to them; to lead them out from these conditions in ever-widening circles, first to our community, then the nation, finally the world—its people, their lives and industries, their dependence upon each other through trade and transportation; and, finally, climatic and other physical conditions and their influence as they determine living,—this is our plan in the study of geography.

The reason for taking up the human aspect of geography first and leading back to physical conditions is that children have no interest in rivers and mountains, highlands and lowlands, from their physical points of view, while, on the other hand, they are intensely interested in peoples, *per se*. This interest in people and what they are doing in different parts of the world is deep enough to embrace the underlying physical environment when the teacher brings out the fact that it is the determining factor and that not only is man's work determined by his environment, but his very character and progress are largely the result of his daily work and contact with his particular environment. This more than anything else will develop a sympathetic appreciation of the differences which exist between ourselves and other peoples, and may broaden our horizon by enabling us to see our own shortcomings.

When the physical factors which lie at the base of man's life and industries are studied as the causes from which the natural resources and consequent industries result, the child is led to reason from effect to cause and to note the relation which exists between human life and natural conditions. The geography teaching of the past has been largely a memorizing of a great many facts pertaining to physical structure, unrelated to human life, or vice versa. The superiority of newer methods is found in making the study appeal to the child's power of reason and intellect. When the child perceives the relation of cause to effect it not only explains a fact, but becomes the means by which the fact is retained, because, being arrived at by a process of reasoning, it has become part of his mental make-up.

A Queer Crop

HELEN EVERTSON SMITH

Lu-ra-lu-ra-lu! Lu-ra-lu-ra-lu! Lu-ra-lu-ra-lu!

A strange, murmuring, clicking sound is coming from groups of women and children slowly moving, and stooping low over the lush green grass which in South Central Africa springs up in rich luxuriance just after the annual fires have burned off the dead grass and weeds of the past season.

What can they be doing, all these nearly naked, black women and children, wandering seemingly without aim over the trackless plain, and making this apparently meaningless sound?

We will go and see. As we draw closer we find that the noise is made by protruding the tongue and moving it rapidly between the lips from side to side, while keeping up a high-pitched but not loud-toned note in a single minor key—Lu-ra-lu-ra-lu! Lu-ra-lu-ra-lu!—without any other interruption than that made by suddenly stopping to gather something into their calabashes or baskets.

And what is the something? "It is good, very good," the wild harvesters will tell us, with an appreciative roll of the eyes and inward suction of the lips. "Very good! See!"

We look and behold multitudes of tiny caterpillars as green as the grass they are feeding on. This color would be their safeguard—for even the sharpest eyes could hardly distinguish them from the grass—if it were not for the strange effect produced by the murmuring lu-ra-lu. Whether the poor caterpillars are charmed or frightened to their destruction by the note, we cannot tell, but the effect produced is to make them stand up on their hind legs, swaying away from the sheltering blades of grass so that they can be seen and picked off.

Caterpillars seem to be a very strange article of food, but in savage countries the people are obliged to resort to every sort of edible in order to keep from starvation. This particular variety of caterpillar is only to be found during the month of August, when the entire time of the women and children is devoted to gathering them. The queer crop is first laid to dry in the sun, and then they are stewed and eaten as a relish with cornmeal mush, and are esteemed a great delicacy.

Timely Warning

Children under fourteen years of age must be watched by their parents, who are primarily responsible for them. M. W. V. Winans of the juvenile court of Spokane, where children are stealing from department stores, well says: "After school hours no child under fourteen years of age should be allowed on the streets in the business section of the city unless accompanied by parents. We do not like to have these children brought to the juvenile detention rooms for punishment when their parents are able to watch over them. Parents, however, must do their part or the juvenile department will be compelled to take a hand in the matter."

MORALS AND MANNERS—(I.)

[Ways and Means in Everett, Wash.]

All the work of the school should be done in such a way as to contribute to the moral development of its pupils. Honesty, obedience, and sincerity should be the unconscious product of school activities. High ideals as to conduct and life should pervade the school atmosphere at all times. By casting a glance backward over our own schooldays, recalling the inspiring and ennobling ideals that seemed to come to us in one school and were perhaps utterly lacking in another school taught by another teacher, we can the better realize the great importance of this factor in the education of youth.

Probably the greatest factor in the moral education of children in school is the character of the teacher. The teacher's life should be true to a high moral standard if for no other reason than because of her influence in the character building of her pupils. Children are good readers of character; they are seldom deceived.

In addition to this let there be systematic, positive, and conscious effort made at appropriate times to contribute to the moral training of pupils by exercises developed along the following lines:—

Promptness, regularity, and obedience should be taught in the regular work of the schools; sometimes by specific drills. Secure a good attitude toward the requirements of the school so that pupils shall take pleasure in meeting them. They should learn industry, truthfulness, honesty, kindness, obedience, politeness, loyalty, and reverence by constantly practicing these virtues.

Conversations should be held with the pupils in which the teacher aims to secure their confidence and respect and to learn the peculiarities

and difficulties of each individual pupil. This opportunity for conversation is the supreme privilege of the teacher. Many lives are saved from shipwreck each year by teachers who improve their opportunities in this respect.

When the conditions in a given room are favorable, encourage a free and frank discussion by pupils of both sides of a moral question.

Opportunities should be sought for conferences with parents to the end that the most complete and intelligent co-operation may be had between teachers and parents.

Teachers should give positive instruction in manners and morals, not only incidentally, but at a time set apart for this purpose. Songs, stories, selections from the masterpieces, and especially the sacred scripture should be used.

Teachers should be alert to commend religious services, including Bible schools and religious meetings of various kinds, as a most helpful means for the development of character. They should also commend obedience and respect for parents, obedience and respect for the laws of the school and of the state.

Right impulses and high ideals should find expression in performance. The actual doing of things is the real test of the reality of any virtue, and unless the moral training shall influence conduct, its validity as moral training may well be questioned.

It is well, however, to remember that character building is a long and usually a very slow process. If results seem to come slowly, it should not be allowed to produce discouragement.

Foolish Traditions

MISS OXFORD

ANSWER IN COMPLETE SENTENCES.

Is there anything more foolish in school work than to have children answer in complete sentences?

To require a child to answer in a complete sentence every time is

Unnatural.

Unpedagogical.

Is never done in real life.

Is altogether silly pedantry.

If you ask a child for a fact, it is natural for him to give you the fact.

How many are six and five?

What you want him to do is to think six when you say it and eleven when you have said five.

You want correctness and alertness. The latter you will not get if you require him to say, "Six and five are eleven." You want him to "think" six and five as eleven as quickly as possible. You have no interest in his "saying" that six and five are eleven.

No decent teaching allows a child to name the numbers in adding.

Add 6, 7, 8, 9, 5.

The old-fashioned, pedantic, traditional way was to say: "6 and 7 are 13, and 13 and 8 are 21, and 21 and 9 are 30, and 30 and 5 are 35."

Later this was cut down to this form: "6 and 7 are 13 and 8 are 21 and 9 are 30 and 5 are 35."

But long ago all decent teaching cut it down to this: "13, 21, 30, 35." In the same way we have cut out the "complete sentence" answer. At least, we are cutting it out.

In real life it would be nonsense to ask over the telephone: "What is the price of eggs?"

Answer: "The price of eggs is forty cents a dozen."

Question: "Can you tell me the telephone number of Mrs. Charlotte Perkins Brown's daughter?"

Answer: "I can tell you that the telephone number of Mrs. Charlotte Perkins Brown's daughter is 7162 ring 3, Black."

Let us get away from this foolish, pedantic tradition and ask for what we want and accept the short, crisp, prompt answer.

TIMELY TOPICS

WORSE NEWS FROM THE MISSISSIPPI.



LAST month we had something to say about the Mississippi floods, which were then getting in their sorry work about Cairo and Darien. But since then the river has been swollen by great rains in the far South, and it has been bursting its banks, and overflowing thousands of acres in Louisiana. Part of this state is called "The Sugar Bowl," because it is the place where the sugar cane is grown on great plantations. At Terras the Red River joins the Mississippi, and it was there that the levee broke and let the awful boiling flood-waters in upon ten or twelve counties of sugar cane, spoiling all the crop, wrecking the people's homes, and drowning many. Thousands of the people had to escape in boats and rafts, and one railroad alone carried more than 7,000 away to a safe place before the tracks were covered several feet deep by the angry waters. It has been a terrible experience for Louisiana, the worst flood it has known for many years. In many cases it has broken up homes, schools, churches, markets, and all amusements for the present. What a monster the river is!

"WOMEN AND CHILDREN FIRST."

This was the order given by Captain Smith of the Titanic on that awful night at sea, when this beautiful new vessel was wrecked by an iceberg, and the lifeboats were being lowered over the ship's side into the sea. There is no law that says that women and children must be saved first, but such is the custom among people whom we call civilized. It has been said that had it been a Chinese vessel that was about to sink, the order for the lifeboats would have been,—men first, children (especially boys) next, and women and girl children last. But it was different with the men on the Titanic, who put women and children first, and then calmly faced death for themselves. Many women were made widows by the terrible disaster, and many children were made orphans; but the world will think long and lovingly of the men who gave up their own chances of life to show their regard for women and children. Their bravery will go echoing down through the years.

THREE EMINENT PEOPLE GONE.

One was Major Butt, who was lost on the Titanic. He was the companion and guardian of President Taft ever since he became President, going with him on all his travels. He became very dear to the President, who mourned most sincerely the loss of his military aide and friend. The second was General Grant, son of the famous General Grant, the great soldier and afterwards President. General Grant the son was very high in the army, and was very much respected by all. He was given a soldier's burial at West Point on the Hudson. The third was Miss Clara Barton, who was the founder of the Red Cross Society, and one of the kindest women that ever lived.

She was a Massachusetts woman by birth, but was known all over the world for her courage and pity for the wounded and distressed everywhere. She was especially called "The Angel of the Battlefield."

AN ADVERTISING SHIP.

Within a short time a large vessel is to be fitted out to carry samples of the things made in the mills and factories of the United States, and exhibit them in the large cities of South America and Central America. It seems strange, but the South American cities do their trading far more with England, Germany, and France than with us. The vessels of these European countries are found in Rio Janeiro, Buenos Ayres, Valparaiso, and other capitals in large numbers, while scarcely can one be seen flying the Stars and Stripes. Our people think they should have a share of this trade, and so they are going to send out a ship to show what this country has to sell, and to let the South Americans know how it looks, and how cheaply it can be bought. And the vessel will have machinery at work to show the people it visits how things are made, cotton and woolen cloth, shoes, hardware, and many other things. The trip of this vessel will cost our American merchants many thousand dollars, but our merchants have no doubt it will pay them in orders for goods. In two years or so the Panama canal will be open for ships, and then the west coast of South America will be many days nearer to us than it is now. And it is believed that we shall be able to sell our goods to the people of that coast, who now buy nearly nothing from us. It is a great advertising scheme.

A STATUE FOR WHALERS.

At one time New Bedford sent out a large fleet of vessels on whaling expeditions, and every week or so a vessel would come to her docks laden with whale oil, whalebone, and other products. But of late years not nearly as many whaling vessels have been sent out, as other oils have come into use. But the New Bedford people are not to forget the men who went out on dangerous voyages to southern or northern seas in search of whales, and who returned with cargoes that made men rich. So they are going to put up a bronze statue of a number of men in a whaleboat, one of whom is throwing a harpoon at a whale. The statue is to be a present from Congressman Crapo, and Bela L. Pratt, an eminent artist of Boston, is the designer.

GOOD-BYE TO THE HARVARD ELMS.

One of the choice features of the Harvard campus has been its glorious old elms, some of which are a hundred or more years old, and in the shade of which thousands of students have met for their class day frolics. The elm beetles—

FRIDAY AFTERNOONS

An Invitation

MISS June presents her compliments, and heartily extends
 A cordial invitation to her very dearest friends
 To spend a whole long month with her—full
 thirty happy days—
 When she will entertain you all, in lots of different ways.
 She'll give you lovely roses, and daisies by the score,
 With pansies and forget-me-nots, and oh, so many more;
 And if you're fond of music—a concert she will plan,
 For she can summon songsters that no other hostess can.
 Her feathered prima donnas are the finest ever heard—
 The orioles and robins, each happy singing bird.
 And if you are artistic, she has pictures large and small,
 Whose subjects are so varied she can surely please you all.
 A landscape bathed in sunshine, or moonlight on the sea,
 Some sleepy cows in pasture, or a shady chestnut tree.
 Whenever you are hungry, she can give you lots to eat—
 And isn't cream and strawberries a most delicious treat?
 So write her your acceptance and be sure to send it soon,
 And then I know we all will spend a lovely month with June!
 —Edith Sanford Tillotson, in St. Nicholas.

The Boy's Protest

WHEN a fellow knows every bird's nest
 In the fields for miles around,
 Where the squirrels play in the sunshine,
 Where the prettiest flowers are found;
 When he knows a pair of robins
 That will fly to his hands for crumbs,
 He hates to be penned in a schoolroom,
 And he's glad when Saturday comes.
 There's a bee-tree on the hillside,
 But I'll not tell anyone where;
 There's a school of trout in the mill-stream,
 And I want to go fishing there.
 I know where an oriole's building,
 And a log where a partridge drums,
 And I'm going to the woods to see them,
 As soon as Saturday comes.
 They shouldn't keep school in the springtime,
 When the world is so fresh and bright,
 When you want to be fishing and climbing,
 And playing from morn till night.
 It's a shame to be kept in a schoolroom,
 Writing and working out sums;
 All week it's like being in prison,
 And I'm glad when Saturday comes.
 —New York Independent.

Evil Words

EVIL words are like the thistles,
 Flying on their downy wings;
 Small they are, yet, when they're planted,
 Grow to ugly, hurtful things.
 —Deborah Ege Olds, in St. Nicholas.

Sympathy

WHEN the clouds begin to lower,
 That's a splendid time to smile;
 But your smile will lose its power
 If you're smiling all the while.
 Now and then a sober season,
 Now and then a jolly laugh,
 We like best, and there's a reason,
 A good, wholesome half and half.

When the other one has trouble
 We should feel that trouble, too,
 For, were we with joy to bubble
 'Mid his grief, 't would hardly do;
 Let us own that keen discerning
 That can see and bear a part;
 For the whole wide world is yearning
 For a sympathetic heart.

—Nixon Waterman.

A Problem

I WONDER," said Teddy, one sunny day,
 As he gazed at the meadow, with thoughtful frown,
 "Why the grass is so pretty and green and bright,
 When it comes from the earth, so dirty and brown!"
 With a look of surprise in her great blue eyes,
 "Why, don't you know?" cried small Katrine,
 "The sun is yellow, the sky is blue,
 And that is the reason the grass is green."
 —Esther W. Buxton, in St. Nicholas.

Three Bugs

THREE little bugs in a basket,
 And hardly room for two!
 And one was yellow, and one was black,
 And one like me, or you.
 The space was small, no doubt, for all;
 But what should three bugs do?

Three little bugs in a basket,
 And hardly crumbs for two;
 And all were selfish in their hearts,
 The same as I, or you;
 So the strong ones said: "We will eat the bread
 And that is what we'll do."

Three little bugs in a basket,
 And the beds but two would hold;
 So they all three fell to quarreling—
 The white, and the black, and the gold,
 And two of the bugs got under the rugs,
 And one was out in the cold!

So he that was left in the basket,
 Without a crumb to chew,
 Or a thread to wrap himself withal,
 When the wind across him blew,
 Pulled one of the rugs from one of the bugs,
 And so the quarrel grew!

And so there was war in the basket,
 Ah, pity 'tis 'tis true!
 But he that was frozen and starved at last
 A strength from his weakness drew,
 And pulled the rugs from both of the bugs,
 And killed and ate them, too!

Now, when bugs live in a basket,
 Though more than it well can hold,
 It seems to me they had better agree—
 The white, the black, and the gold—
 And share what comes of the bread and the crumbs,
 And leave no bug in the cold!

—o—
"Tu Weet, Tu Wee"

A LITTLE bird sat on a fence,
 "Tu weet, tu weet, tu wee!"
 "I'll take my dinner at your expense,"
 Said the little bird to me.

He cocked his head to the hither side:
 "Tu weet, tu weet, tu wee!"
 And opened both eyes very wide,
 That he might better see.

He spied a crumb on the window-sill;
 'Tu weet tu weet, tu wee!"
 He picked it up in his little bill,
 But he kept one eye on me.

He made his feast on the little crumb;
 "Tu weet, tu weet tu wee!"
 He wiped his bill and flew off home,
 But never said "Thanks" to me.

—Exchange.

—o—
The Meaning

[For four children, one bearing the flag, the others wearing sashes of tissue paper across breast, over shoulder. The first red, next white, last blue.]

First child (with banner).—

What do our country's colors mean?

Others (together).—

Listen, and we'll tell you.

Second.—

Red means "Be brave"!

Third.—

White means "Be pure"!

Fourth.—

Blue means "Be honest and true"!

All.—

Together they make our banner bright,
 Our dear "Red, white, and blue"!

—Elizabeth F. Guptill.

—o—
 There was never mystery

But 'tis figured in the flowers;

Was never secret history

But birds tell it in the bowers.

—Emerson.

A Patriot

EVERY little boy or girl
 Who's brave and pure and true,
 And loves the dear old banner—
 Our own red, white, and blue,
 Is a patriot, my teacher says,
 And so I'm one. Are you?

—Elizabeth F. Guptill.

—o—
Its Names

THEY call it "Our Flag," and "The Stars and Stripes,"
 We hear it in song and story;
 "The Star Spangled Banner," "The Flag of the Free";

But the name I love best is "Old Glory."

—Elizabeth F. Guptill.

—o—
 Gifts that grow are best;
 Hands that bless are blest;
 Plant: Life does the rest!

—Lucy Larcom.

—◆◆◆◆◆—
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Book Table

THE SCHOOL IN THE HOME.

Talks with Parents and Teachers on Intensive Child Training. By A. A. Berle. New York: Moffat, Yard & Co. Cloth. 210 pp. Price, \$1.00.

This is a book thoroughly well worth reading with care, as it can but be read with interest. The introductory chapter should be read at the close. One gets no conception of the strength, dignity, beauty of style, and professional vitality of the notable chapters which follow. The introductory chapter is important, and will be keenly relished after one has enjoyed and profited by the vigorous treatment, especially in the strong chapters on Mind Fertilization, The Elimination of Waste, Harnessing the Imagination, Mental Self-Organization, Breeding Intellectual Ambition, and The Pleasures of the Mind. These six chapters are a notable contribution to the educational literature of the day, and can but place the book and its author in the forefront of fertilizing thought. There is scarcely a page in the entire book that has not some intense suggestion that one would not wish to miss. Here are a few sentences: "There must be a mind fertilization, which is at the same time a sterilization against other things." "There should be conviction that there is capacity and power in the child which only needs to be developed." "Linguistic study has in it more power for the development of mental force and freedom than any other kind of study." "Nature is doing all the time. She seeks to produce the largest amount that she possibly can. She is jealous of everything that hinders her processes. The flying seed finds the only spot in a wall that has a fragment of earth and germinates there. Something grows everywhere."

CHILDREN'S CLASSICS IN DRAMATIC FORM—BOOK FIVE. By Augusta Stevenson, formerly a teacher in the Indianapolis public schools. Illustrated by Clara E. A. Atwood. Boston: Houghton Mifflin Company. Cloth. 326 pp. Price, 60 cents.

The value of dramatization in grammar grades is widely appreciated. Through dramatization as it is used in a small degree in all the grades it is easy to arouse greater interest in oral reading, to develop an expressive voice, and to give freedom and grace in the bodily movements and attitudes which are involved in reading and speaking. These are the objects which Miss Stevenson hopes to have accomplished through the use of her "Children's Classics in Dramatic Form." She has chosen in most cases dramatic episodes in the lives of famous men and women and incidents of special significance from literature. Among others are "Maid of Orleans," "Jean Valjean," "Nathan Hale," "Evangeline," and "The Man Without a Country." It is intended that the book be used and read apart from the regular work.

GOLDEN TREASURY THIRD READER. By Charles M. Stebbins, Boys' high school, Brooklyn. New York, Cincinnati, and Chi-

cago: American Book Company. Cloth. Illustrated. 256 pp. Price, 48 cents.

The modern school reader presents the best, most attractive, and most significant gems from master minds of any school reader ever published. This was not conceded a few years ago, but with the latest differentiation and classification there is no longer any possible question as to the correctness of this judgment. The grading of these later days is most skilful. "Golden Treasury Third Reader" surely represents the best in literature. Much of it is new, and all is full of action. It will satisfy the natural desire of the child for live things. Not only human beings, but plants, animals, wind, moon, and fairies speak in a language that is real and appealing to the child mind. The illustrations are such as will arouse interest in the subject matter, and will also give the child higher ideals and a true appreciation of the beautiful in life. Language lessons are placed directly after the stories upon which they are based. They lay stress upon the things the child should know, and at the same time bring his interest and activity into play. A pronouncing vocabulary is given at the end of the volume.

STORIES OF FAMOUS MUSICIANS FOR YOUNG PEOPLE.

By David Clymer Ward. Chicago: A. Flanagan Company. Cloth. Illustrated. 147 pp. Price, 30 cents.

There is usually something in the story of a musician's life to interest young readers. Mr. Ward has written sketches of ten famous musicians not with an idea of giving complete information of their lives and their work, but to give the children a little familiarity with the stories of the great musicians such as would interest them toward further reading perhaps. The book can be used for reading lessons, as the foundation for "morning talks," for language talks, or special lessons on the birthdays of the composers.

PLAYS AND COMEDIES FOR LITTLE FOLKS. By Marie Irish. Chicago: A. Flanagan Company. Paper. 172 pp. Price, 30 cents.

This work is to supply dialogues and plays for little folks ranging in age from five to ten years. It is in two sections. Part I. contains dramatizations of six familiar stories, such as "Beauty and the Beast" and "Little Red Riding Hood." Part II. has seventeen original plays and comedies, among which are "The Baby Show," "Playing School," "The Squashville Debating Society," and others equally bright and amusing. Little songs are interspersed here and there. The entire collection is unusually varied and interesting.

THE INDUSTRIAL PRIMER.

By Mary E. Grubb, supervisor of art in public schools, Baton Rouge, Louisiana, and Lillian Francis Taylor, principal of the Teachers' Training school, Galesburg, Illinois. Boston: D. C. Heath & Co. Cloth. Illustrated. 128 pp. Price, 30 cents.

An industrial primary reader is a promising innovation and should

prove most useful in primary classes where construction work is taken up, as it now is in almost all American schools. The authors have correlated construction work with a continued story and they should be taken up together, although the story could be read simply as a reading lesson. The notes to teachers, patterns and directions for the construction work make it possible to put the book right into the hands of the class and teacher without any previous instruction. All the work is based on the home and home life, both in the city and on the farm.

OUR COMMON FRIENDS AND FOES.—A NATURE READER.

By Edwin A. Turner of the Illinois State University. New York: American Book Company. Cloth. 12mo. Illustrated. 143 pp. Price, 50 cents.

Here in pleasant story form for the younger pupils are several important lessons of some of the creatures that are helpful to mankind, such as the toad, the quail, the bumblebee, and the chickadee; and others that are harmful, as the brown ant, the cabbage butterfly, the mosquito, and the fly. Much and accurate information is thus conveyed to the youthful pupil about creatures concerning whom they may either be quite ignorant, or may have some prejudice—as, for instance, against the toad. Few children know how serviceable the quail is in devouring cutworms, or the bumblebee in distributing plant pollen. On the other hand, they are not aware of the danger in spreading disease by the mosquito or the fly. This little volume is a successful experiment in opening the boys and girls' eyes to the assistance or the harm of many of the creatures they see so commonly during the days of summer.

FIRST YEAR IN NUMBER. By Franklin S. Hoyt, formerly assistant superintendent of schools, Indianapolis, Ind., and Harriet E. Peet, State Normal school, Salem, Mass. Boston: Houghton Mifflin Company. Cloth. Illustrated. 129 pp. Price, 35 cents.

The authors of "First Year in Number" intend that the book shall serve the same purpose in introducing the study of arithmetic that the Primer has long done in teaching the beginnings of reading. The authors have been fully aware of the harm that has been done by trying to teach primary pupils the abstract principles of arithmetic, and they have broken away from the belief that these children can master even the most elementary principles in the formal study of number. The lack of a good foundation, as the authors say, has been the cause of so many cases of retardation in the grades which are due to arithmetic alone. In this book the danger is avoided because it is based upon the familiar experiences and activities of childhood. Each topic is developed concretely in connection with some interest of children; the new facts are then established through games and exercises; and, finally, the power in the use of number facts is acquired through a variety of applications to common situations in the lives of children. The plan of the illustrations is an in-

genious one, like the rest of the text, in line with the latest methods of teaching.

LIPPINCOTT'S SECOND READER. By Homer P. Lewis, superintendent of schools, Worcester, Mass., and Elizabeth Lewis. Philadelphia: J. B. Lippincott Company. Cloth. Illustrated. 171 pp.

Lippincott's Second Reader is a collection of fables, folk lore, myths, legends, and fairy tales carefully arranged in successive lessons which bring out the principles of the paragraph, present participle, adverb, and simple comparison in fine style. A list of words adds to the usefulness of the book, and some extraordinarily good illustrations, colored as well as plain, by Philip Lyford of Worcester, round out the attractiveness of this charming reader.

Appointment of Julia C. Lathrop

An act creating a Child Welfare Bureau was recently placed on our national statute-books. This legislation had been earnestly and continuously advocated for several years by progressive men and women, and during its pendency in Congress no reasonable argument was ever advanced against it.

The new bureau will be part of the department of commerce and labor. Its duties and functions will be wholly educational. It will make investigations, collect information, classify, digest, and publish it, and furnish it on application to state, municipal, and other authorities, as well as to private bodies or persons. It will study laws and ordinances bearing on child labor, education, play, discipline, juvenile courts, and like institutions, and all measures or proposed measures designed to protect, reclaim, or healthfully develop childhood. Such studies will in turn suggest and influence further legislation.

The position of chief of the bureau is all-important, and carries a salary of \$5,000. Applicants were numerous; at least, many persons had ardent, friendly champions, but President Taft met the demands of the situation nobly by naming as chief of the children's bureau Julia C. Lathrop of Chicago, an associate of Jane Addams in the work at Hull House, a member of the Illinois Board of Charity, and a graduate and trustee of Vassar College. Miss Lathrop is the first woman to be made a bureau chief under the government. Miss Lathrop is known in this country and abroad for her charitable work in connection with Hull House. For fifteen years she has toiled unceasingly to improve conditions in the charitable institutions of Illinois. For fifteen years she has preached that the institutions must be divorced from politics if the insane, the blind, the deaf, the epileptic, the feeble-minded, and the indigent are to receive the full benefit of the care for which the public pays.

Among the reforms which Miss Lathrop has been instrumental in accomplishing since she entered upon the work are these:—

The juvenile court law, which grew out of the agitation for a law for the care of dependent children, advocated by Miss Lathrop.

The state civil service law advocated twelve years ago by Miss

Lathrop as the first step in divorcing the institutions from politics.

The law for the state care of defectives passed by the present legislature.

The conference of charities at which reforms are discussed and policies determined.

Improvement of physical conditions in county poorhouses and jails, all of which she personally inspected.

The law authorizing the establishment of an epileptic colony.

Reforms in methods of nursing and attendance in state hospitals for defectives.

All of these years Miss Lathrop has worked for the public without pay or other material reward. Jane Addams alone in all this broad land is in the same class with Miss Lathrop in this line of effort. Her appointment gives her a noble opportunity to continue her work.—*Journal of Education.*

Guessing

No tendency is more inherent in school children than that of guessing about what they could be sure of. In no way can the teacher better combat this tendency, in no way better inculcate that passion for exact knowledge that is the distinctive mark of the scholar than by insisting upon frequent use of Webster's New International Dictionary (G. & C. Merriam Company). Nor will insistence by the teacher long be necessary, for no pupil beyond the primary years long uses the New International without learning that it is an inexhaustible mine of things interesting to him, without regarding every new word as worth looking up, without being ashamed to say "I think" when by a reference to the new work he could say "I know"; without, in short, catching the dictionary habit.

How to Attract Nice Birds About Your Place

Some birds are on quite intimate terms with the "children of men." None are more so, perhaps, than the wee nut-brown wrens. No birds are more interesting, or may be more easily watched, for these tiny creatures need only the encouragement of the right kind of nesting-boxes to take up their abode almost at one's very door. For some years a pair of these birds (the same wrens apparently returning each spring) have nested in a cigar box tied to one of the pillars of my porch. Regardless of the fact that this porch is a veritable outdoor living-room from which some of the family are seldom absent, the birds have carried on their housekeeping and fed their wee babies entirely unmindful of us.

The secret of success in luring wrens is that the hole in the box provided is small enough. The outline of a twenty-five-cent piece is just the right size. Boxes should be placed in early May; but, as wrens raise two broods, these birds will often take possession of a box put out late in June. Bluebirds, martins, and sparrows, also, nest in houses provided for their use; but such boxes must be placed some distance from the home if they are occupied, as these birds are more timid.

The fascinating little hummingbirds are easily won by growing cer-

tain flowers to their liking. The long-throated blossoms, such as fox-glove, lobelia (cardinals), honeysuckle, petunia, salvia, and phlox, secrete the particular brand of honey evidently the most pleasurable to these dainty birds; and wherever such flowers bloom, hummingbirds are sure to be frequent visitors. Massed shrubbery will tempt catbirds and thrushes to hide their nests among the leafy shade.

Peanuts knotted along a string that is also tightly secured will inevitably bring nuthatches and other of the tiny tree-trappers. No trapeze performance could be more daring than the feats accomplished by these birds when they are at work extracting the kernels from the nuts on the string. —*Woman's Home Companion.*

TRANSGRESSION.

I meant to do my work to-day,—

But a brown bird sang in the apple tree,

And a butterfly flitted across the field,

And all the leaves were calling me.

And the wind went sighing over the land,

Tossing the grasses to and fro,
And a rainbow held out its shining hand—

So what could I do but laugh and go?

—Richard Le Gallienne, in Harper's Magazine.

"Did you get anything new this winter?"

"Yes, neuralgia, neurasthenia, and pneumonia."—*Chicago Daily Journal.*

Knicker—"It must be thrilling to tread where man never trod before."

Bocker—"It is. Try tracking up your wife's pet rug."—*Harper's Bazar.*

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Systematic Courses in Psychology with Dr. Witmer's Psychological Clinic and Model Classes for Backward Children, School Playgrounds, Architectural Drawing-Rooms, Botanical and School Gardens, Chemical, Physical and Biological Laboratories, University Museum, Library, Gymnasium, Swimming-Pool and Athletic Grounds.

For circular and information, address A. Duncan Yocum, Director of the Summer School, Box 34, College Hall, University of Pennsylvania, Philadelphia, Pa.

EDUCATIONAL INTELLIGENCE.

ITEMS of educational news to be inserted under this heading are solicited from school authorities in every state in the Union. To be available, these contributions should be short and comprehensive. Copy should be received not later than the fifteenth of the month.

MEETINGS TO BE HELD.

June 5-8: Recreation Congress, Cleveland, Ohio.

June 12-19: Thirty-ninth conference of the National Conference of Charities and Correction, Cleveland, O.; general secretary, Alexander Johnson, Angola, Ind.

June 14: Flag Day.

June 19, 20, 21: West Virginia Education Association, Wheeling, West Virginia; president, Superintendent I. B. Bush, Parkersburg.

June 24, 25, 26, 27: Catholic Educational Association, ninth annual meeting, Pittsburgh, Pa.; secretary-general, Rev. Francis W. Howard, Columbus, Ohio.

June 25, 26, 27: Kentucky Educational Association, Louisville; Mrs. Cora Wilson Stewart, Morehead, president.

June 28-July 3: Rural School Workers, Amherst, Mass.; secretary, W. D. Hurd, Amherst.

July 2-5: American Institute of Instruction, North Conway, N. H.; president, C. T. C. Whitcomb, Brockton, Mass.; secretary, Wendell A. Mowry, Central Falls, R. I.

July 6-12: National Education Association, Chicago; president, Carroll G. Pearse, Milwaukee.

October 24-26: Vermont State Teachers' Association, Rutland; George S. Wright, St. Albans, president.

October 23-25: Maine Teachers' Association, Portland; secretary, H. A. Allan, Augusta.

NEW ENGLAND STATES.

NEW HAMPSHIRE.

FRANKLIN. The school officials have done much in the last three years to promote and safeguard the health of the public school children and indirectly the public at large. They have installed ventilation plant in the high school building, substituted sanitary drinking fountains for drinking cups, increased lighting of rooms by increased window area and by putting in electric lights, arranged for termly washing of floors, arranged for termly fumigation with formaldehyde, completed the list of vaccination certificates, examined the eyes of the children for visual defects, employed the services of a trained nurse one day each week. These things have been done with the moral support of the public and the co-operation of city officials.

MASSACHUSETTS.

BOSTON. The entire upper floor of 480 Boylston street has been rented for a prevocational centre in connection with the Horace Mann school.

On the first of January there were in use in the normal and high schools of the city 268,548 text-books; in the elementary schools on the same date 731,563 text-books,

making a total of 1,000,111 books,—about equivalent to the entire number of books in the Boston public library.

WESTFIELD. George W. Miner has resigned his position as principal of the commercial department of the Westfield high school after fourteen years of continuous work.

RHODE ISLAND.

KINGSTON. The extension department of Rhode Island State College has published a bulletin on children's home and school gardens, by A. E. Stene, Ernest K. Thomas, and others who have superintended the garden work throughout the state. It gives a most useful summary of the work done in the different cities during the last few seasons.

MIDDLE ATLANTIC STATES.

PENNSYLVANIA.

PHILADELPHIA. Superintendent Brumbaugh's report for 1911 is up to the standard of his previous interesting reports. The special features which he discusses thoroughly this year are the proposal for a Sabatinal year for teachers to spend their time in serious travel or study or in some such way as will qualify them with increased effectiveness for work, social centres, evening school attendance, public school lectures, zones of silence for school buildings, and provisions for exceptional children classified as morally, mentally, physically, or environmentally exceptional.

WEST CHESTER. Superintendent Addison L. Jones speaks as follows of an experiment which has proved of value in his schools:—

"In all schools there is a variety of needs growing out of the diversity of abilities in the several pupils. In a school of forty pupils there are probably ten who need more help than the others. No matter what is the cause of this need, it must be given to bring out what is best in these pupils. To withhold it is to allow the pupils to drop back a year, or to become discouraged and leave school. The community and the school district cannot afford to have either happen. The difficulty has been in part overcome by having in the grades at least one period a day devoted entirely to individual work."

NEW JERSEY.

ORANGE. Thomas A. Edison expects to spend three million dollars and devote eight years to the work of perfecting a repertoire of educational films for use in public schools, according to a statement made in the course of a recent lecture by Arthur D. Chandler, president of the Orange board of education.

CENTRAL STATES.

ILLINOIS.

PARIS. In the Edgar County Annual, issued by Superintendent George W. Brown, a host of vital school subjects are discussed, among them the county school problem, the county fair exhibit, vocational training in the high school, teachers' meetings, and agriculture in the high school.

SOUTHERN STATES.

TEXAS.

There are more than a million children of school age in Texas.

Texas has 246 counties, which is far ahead of any other state.

Lee Clark, general agent for the Conference for Education in Texas, recently had the annual meeting in San Antonio, and it was a great success. This annual conference offers a common meeting ground for all who are interested in educational progress, and at this meeting practically all school interests were represented. The representatives of the state's higher institutions, private and denominational schools, city and rural schools, state and county school officials, delegates from the Mothers' Congress, Parent-Teachers' Association, and Texas Federation of Women's Clubs, business and professional men all mingled and were free to join in the discussions and plans for improved school conditions in Texas. The declaration of principles, the platform on which the educational campaign for the coming year will be based, contained the following points: The concentration of educational forces on a few vital measures was recommended, these measures to be practical and attainable; they request to the legislature that the constitution be amended to permit incorporated cities and towns to levy school taxes by majority vote and removing the maximum tax rate of fifty cents on the \$100 valuation; the six-year term for boards of control of schools was recommended to the voters of Texas; the extension of county supervision of schools to all counties having 2,000 or more scholastic population was recommended; the support of the university, agricultural and mechanical college, four normals and industrial school by direct taxation was urged.

Another resolution was directed toward an investigation of the present method of apportioning state funds for school purposes. It was urged that an investigation would show what changes, if any, were needed in order that full justice might control the apportionment.

HOUSTON. The Stylus, a weekly journal published here which has the public interest at heart, ran the following editorial recently last month under the caption, "The Teacher's Loaf." On no class of people have modern economic conditions and the high cost of living borne more heavily than on teachers:—

"The teachers of the Houston schools are underpaid—shamefully underpaid. Unless these conditions are remedied the next generation will pay the penalty in an inferior order of teachers, even although the pay then be raised, for teachers are not made in a day. . . .

"Log schoolhouses have turned out great scholars because boys and girls were stimulate by great teachers, and great modern buildings often enough turn out pitiful crammed dullards because of the sausage stuffer education by mechanical teachers."

"Houston has no occasion to talk poverty in this matter. A city that spends over a million to dig a ditch can afford to spend enough to pay teachers a fair salary. There should be a horizontal raise of twenty-five per cent. in the salary of every teacher and principal in the Houston

public schools. The ornaments of cities are citizens, not shade trees nor boulevards. Houston cannot afford to economize by cheapening the living minds that come in daily contact with the youth of the city at the time when life's great lessons must be learned. Cheap teachers can never impress great lessons. Why dull the axe with which the undergrowth of ignorance must be chopped out of children's minds?

"A committee has been appointed to suggest a way to secure better salaries for teachers. We shall say more of its work anon."

SOUTHWESTERN STATES.

CALIFORNIA.

LOS ANGELES. Miss Grace Fulmer of Columbia University has been elected to succeed Miss Ledyard as supervisor of kindergartens and the first grades of Los Angeles. Miss Ledyard is to take charge of the kindergarten work in China. The innovation of a kindergarten supervisor who connects this work with that of first grades is promising and should help to bridge the gap which is held to exist between the kindergarten and the first grade.

What We Pay Our Governors and Our State Superintendents

State.	Governor's Salary.	State Supt. Salary.
Alabama	\$5,000	\$3,000
Arizona	3,000	2,000
Arkansas	4,000	2,500
California	10,000	5,000
Colorado	5,000	3,000
Florida	5,000	2,500
Georgia	5,000	3,000
Idaho	5,000	2,400
Illinois	12,000	7,500
Indiana	8,000	3,500
Iowa	5,000	2,200
Kansas	5,000	2,500
Kentucky	6,500	2,500
Louisiana	5,000	5,000
Maine	3,000	2,500
Maryland	4,500	3,000
Massachusetts	8,000	6,500
Michigan	5,000	4,000
Minnesota	7,000	3,500
Mississippi	4,500	2,500
Missouri	5,000	3,000
Montana	5,000	3,000
Nebraska	2,500	2,000
Nevada	4,000	2,000
New Hampshire ..	3,000	3,000
New Jersey	10,000	10,000
New Mexico	3,000	3,000
New York	10,000	9,000
North Carolina ..	4,000	3,500
North Dakota	3,000	3,000
Ohio	10,000	4,000
Oklahoma	4,500	2,500
Oregon	5,000	3,000
Pennsylvania	10,000	5,000
Rhode Island	3,000	4,000
South Carolina	3,000	1,900
South Dakota	3,000	1,800
Tennessee	7,500	3,000
Texas	4,000	2,500
Utah	4,000	2,400
Vermont	2,500	2,000
Virginia	5,000	3,500
Washington	6,000	3,000
West Virginia	5,000	3,000
Wisconsin	5,000	5,000
Wyoming	2,500	3,000

United States commissioner of education, \$4,500.

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Rochester's Fine Work in the Schools

The Humane Society of Rochester, N. Y., for a number of years past, has made a specialty of stereopticon lectures in the schools of this city, public, parochial, and private. The children reached by this method are invited to become "junior members"; we have several thousand such members in this city now.

During the past year the society has acquired possession of a property to be used as a permanent home. A large dwelling in which is located our offices has been remodeled, and a considerable portion of it given over to the work of the children. Each Saturday numbers of them are entertained there. One large room used for exhibiting lantern slides has a number of tables with various games, as well as papers and magazines, among which Our Dumb Animals is a favorite; a good-sized library from which books may be drawn by members, is well patronized. Another room, where those who wish may read undisturbed, is much appreciated by some of the children.

We sometimes have a short talk on matters relating to our work or a half-hour reading from some popular "animal" book; some days we serve light refreshments.

With all its varied activities we count this as the most significant work our society has accomplished this year.—Our Dumb Animals.

Agnes—"Why didn't you arrest the burglar who was found under your bed?"

Gladys—"He said that if I wouldn't have him arrested he'd never tell how dusty he got."—Harper's Bazar.

Wouldn't the skating in Venice be great, though, if the canals there should ever freeze over!—Somerville Journal.

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My Bird Scrap-Book

I am very fond of our little bird-neighbors, but am not able to recognize many of them by sight, so hit on a plan for becoming better acquainted with them, writes Miss Annie Hoffarth in the Farmer's Wife.

I had a cloth bound book, 7 x 10 inches in size, that contained twenty-five leaves, and I used this as the foundation for my scrap-book.

In this I pasted pictures of our most common birds, the pictures being 7 x 9 inches in size, colored true to life, and many of them actually life-size.

One picture was pasted on a leaf, and on the opposite side of the leaf were pasted any clippings I could find that in any way described the habits of this bird.

My friends all admire my book, which is both pleasing to the eye and very instructive, and I shall loan it to the teacher of our public school, and offer some small prizes to the boys and girls of the school who can tell me the most interesting facts about these birds, which they have learned by actual observation.

I shall also mount a score or more of these bird pictures on heavy cardboard, like tablet backs, to use in amusing my little friends who come to visit me, as the pictures cost but a trifle and a few minutes' time, and some good flour paste will do the work.

I would especially like to collect stories of how to induce the martin to build in houses provided for their use, as the bluebirds have taken possession of their houses for us, and are not easily dislodged.—Our Dumb Animals.

Timely Topics.

[Continued from page 392.]

a horrid pest—have at last destroyed the grand old trees, and now the trees have to be cut down, and red oaks planted in their place. How strange it would seem to such men as Mr. Longfellow or Mr. Lowell if they could come back and find the old elms all gone! But the elms are dead, only two of them having shown any sign of life this spring, and like all dead things must be removed. It seems a great pity, but nothing else can be done. It will be many a long year before the sixty-four new oaks that are to be planted in their place will be large enough to be much seen or to cast much shade.

FAREWELL TO SCHOOL FOR A TIME.

June brings many good things for the little people,—long, sunny days, abundance of roses, and (for the boys) the swimming pool. But the one thing they will all enjoy will be the rest from school work for a couple of months. "The summer holidays!" How the thought thrills the hearts of both scholars and teachers! The school year is pretty long, even to the boy or girl that loves school; to get out for a good long play is a great delight. Blessings on you all, little American boys and girls! May the birds sing sweetly for you, the flowers blossom

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brightly for you, and the picnics always bring you a sunshiny day! It has been a pleasure to talk to you month by month through another school year, but I shall have no other word for you until September. Meanwhile, a lovely time to you all.

QUESTIONS.

1. Where is Louisiana? 2. Why do they call part of it the "Sugar Bowl"? 3. Where do the Red river and the Mississippi meet? 4. What harm does the great flood do? 5. What is a levee?

1. What great steamer was lost? 2. What did she strike? 3. What order did the captain give about the lifeboats? 4. What would have been the Chinese way? 5. What will the world call the men who made way for the women and children?

1. Name the three eminent people who have lately died. 2. Who was Major Butt? 3. Who was General Grant? 4. Whose son was he? 5. Who was Miss Barton? 6. What society did she belong to? 7. What name was given her by her friends?

1. With what European people do the South Americans trade? 2. Do they trade much with the United States? 3. Why are we to send a ship to them? 4. What will her visit be likely to do for our merchants?

1. Is a whale a fish? 2. In what seas are whales found? 3. What city used to send out whalers? 4. What did they bring back from their voyages? 5. What is to be built in their honor? 6. In what place in New Bedford will it be? 7. What will be the principal figure?

1. What has happened to Harvard's elms? 2. What pest has destroyed them? 3. What is to be done with the trees? 4. What kind of trees are to be planted in their place? 5. How many?

1. Do you enjoy the summer holiday? 2. What do you expect to do this summer? 3. Where do you expect to go?

Annette Fairchild.

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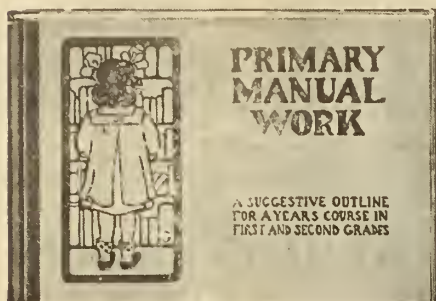
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—*Journal of Education.*

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nature also. We unhesitatingly recommend it to primary teachers.

—*Popular Educator.*

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—*School Arts Book.*

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